

CHAPTER 5

School Evaluation, Teacher Appraisal and Feedback and the Impact on Schools and Teachers

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Highlights

- Appraisal and feedback have a strong positive influence on teachers and their work. Teachers report that it increases their job satisfaction and, to some degree, their job security, and it significantly increases their development as teachers.
- The greater the emphasis on specific aspects of teacher appraisal and feedback, the greater the change in teachers' practices to improve their teaching. In some instances, more emphasis in school evaluations on certain aspects of teaching is linked to an emphasis on these aspects in teacher appraisal and feedback which, in turn, leads to further changes in teachers' reported teaching practices. In these instances, the framework for the evaluation of education appears to be operating effectively.
- A number of countries have a relatively weak evaluation structure and do not benefit from school evaluations and teacher appraisal and feedback. For example, one-third or more of teachers work in schools in Austria (35%), Ireland (39%) and Portugal (33%) that had no school evaluation in the previous five years. In addition, on average across TALIS countries, 13% of teachers did not receive any appraisal or feedback in their school. Large proportions of teachers are missing out on the benefits of appraisal and feedback in Italy (55%), Portugal (26%), and Spain (46%).
- Most teachers work in schools that offer no rewards or recognition for their efforts. Three-quarters reported that they would receive no recognition for improving the quality of their work. A similar proportion reported they would receive no recognition for being more innovative in their teaching. This says little for a number of countries' efforts to promote schools as centres of learning that foster continual improvements.
- Most teachers work in schools that do not reward effective teachers and do not dismiss teachers who perform poorly. Three-quarters of teachers reported that, in their schools, the most effective teachers do not receive the most recognition. A similar proportion reported that, in their schools, teachers would not be dismissed because of sustained poor performance.

INTRODUCTION

The framework for evaluation of education in schools and for appraisal and feedback of teachers are key TALIS concerns. Evaluation can play a key role in school improvement and teacher development (OECD, 2005). Identifying strengths and weaknesses, making informed resource allocation decisions, and motivating actors to improve performance can help achieve policy objectives such as school improvement, school accountability and school choice. Data were collected from school principals and teachers on these and related issues, including the recognition and rewards that teachers receive. Analysis of the data has produced a number of important findings for all stakeholders.

Data from teachers and school principals show that school evaluations can affect the nature and form of teacher appraisal and feedback which can, in turn, affect what teachers do in the classroom. An opportunity therefore exists for policy makers and administrators to shape the framework of evaluation to raise performance and to target specific areas of school education. In particular, TALIS data indicate that opportunities exist to better address teachers' needs for improving their teaching in the areas of teaching students with special learning needs and teaching in a multicultural setting (see also Chapter 3).

In addition, teachers report that the current framework for evaluation lacks the necessary support and incentives for their development and that of the education they provide to students. They report few rewards for improvements or innovations and indicate that in their school, the most effective teachers do not receive the greatest recognition. Opportunities to strengthen the framework for evaluating school education in order to reap the benefits of evaluation therefore appear to exist in most, if not all, education systems. Teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers. This provides further impetus to strengthen and better structure both school evaluations and teacher appraisal and feedback.

The first section discusses the nature and impact of school evaluations across TALIS countries. It focuses on the frequency of evaluation, particularly in countries where schools are rarely, if ever, evaluated, and on the objectives of these evaluations. This is followed by a discussion of teacher appraisal and feedback with special attention to its frequency and focus. The outcomes and impacts of teachers' appraisal and feedback are then discussed in the following sections. Teacher appraisal and feedback in the broader context of school development is then analysed. The links between school evaluations, teacher appraisal and feedback, and impacts on teachers and their teaching are then discussed and concluding comments and key policy implications are then presented.

Analyses presented in this chapter (and throughout this report) and the discussion of the main findings are tempered somewhat by the nature of the TALIS data. It should be noted that, since TALIS is a cross-sectional study, it is not prudent to make sweeping causal conclusions, particularly about the impact on student performance as this is not measured in the TALIS programme. Care must therefore be taken in interpreting results where the long-term impact on student performance cannot be ascertained.

Framework for evaluating education in schools: data collected in TALIS

The role of school evaluation has changed in a number of countries in recent years. Historically, it focused on monitoring schools to ensure adherence to procedures and policies and attended to administrative issues (OECD, 2008d). The focus in a number of countries has now shifted to aspects of school accountability and school improvement. Moreover, in some systems, school performance measures and other school evaluation information are published to promote school choice (Plank and Smith, 2008; OECD, 2006a). An additional factor driving the development of the framework for evaluating education in schools, and of school evaluation in particular, is the recent increase in school autonomy in a number of educational systems (OECD, 2008a).



A lessening of centralised control can lead to an increase in monitoring and evaluation to ensure adherence to common standards (Caldwell, 2002). Moreover, greater school autonomy can lead to more variation in practices as schools are able to choose and refine the practices that best suit their needs. Such variation, and its impact on performance, may need to be evaluated not only to ensure a positive impact on students and adherence to various policy and administrative requirements but also to learn more about effective practices for school improvement. This is particularly important in view of the greater variation in outcomes and achievement among schools in some education systems than in others (OECD, 2007; OECD, 2008a).

School evaluation with a view to school improvement may focus on providing useful information for making and monitoring improvements and can support school principals and teachers (van de Grift and Houtveen, 2006). Appraisal of teachers and subsequent feedback can also help stakeholders to improve schools through more informed decision making (OECD, 2005). Such improvement efforts can be driven by objectives that consider schools as learning organisations which use evaluation to analyse the relationships between inputs, processes and, to some extent, outputs in order to develop practices that build on identified strengths and address weaknesses that can facilitate improvement efforts (Caldwell and Spinks, 1998).

Holding agents accountable for public resources invested and the services provided with such resources is an expanding feature of Government reform in a number of countries (e.g. Atkinson, 2005; Dixit, 2002; Mante and O'Brien, 2002). School accountability, which often focuses on measures of school performance, can be an aspect of this accountability and can drive the development of school evaluations (Mckewen, 1995). School accountability can also be part of a broader form of political accountability which holds policy makers accountable through the evaluation of their decision-making and market-based accountability that focuses on the public evaluating different uses of public resources (Ladd and Figlio, 2008). School accountability may also be an important element of standards-based reforms which emphasise standards in teaching practices or the entire school education system. The framework for evaluating education in schools can also be used to drive efforts aimed at teacher accountability. Recently, such reforms have tended to concentrate on student performance standards (Bourque, 2005). School evaluations and teacher appraisal and feedback can focus on such standards, the extent to which they are met, and the methods employed to reach, meet, or exceed them. Identifying and setting standards can also have implications for teachers' professional development, which, in turn, can be oriented to help teachers to better achieve them (OECD, 2005).

When families are free to choose among various schools, school choice can be an important focus of the evaluation of school education. Information about schools helps parents and families decide which school is likely to best meet their child's needs (Glenn and de Groof, 2005). Improved decision-making can increase the effectiveness of the school system as the education offered by diverse schools is better matched to the diverse needs of parents and families if they are free and able to choose between schools (Hoxby, 2003). The effects of more informed school choice depend upon factors such as the type of information available and parents' and families' access to that information (Gorard, Fitz and Taylor, 2001). In some education systems, the results of school evaluations are therefore made available to the public to drive school accountability and improve school choice. For example, in Belgium (Fl.), current information on school evaluations is available on a central website and earlier school reports can be requested by families that are choosing a school for their child (OECD, 2008a).

Data collected in TALIS

Figure 5.1 depicts the framework for evaluating education in schools and the main areas on which data from teachers and school principals were collected. It reflects previous research on the role of evaluation in the development of schools and teachers and on the design of such evaluations to meet education objectives (OECD, 2008d; Sammons *et al.*, 1994; Smith and O'Day, 1991). This framework often begins with direction from the central administrative and policy-making body (Webster, 2005; Caldwell, 2002). In most education

systems it is the Government Ministry responsible for school education that sets regulatory and procedural requirements for schools and teachers. Policy makers may set performance standards and implement specific measures which should be, along with other factors, the focus of school evaluations (Ladd, 2007). These may include student performance standards and objectives, school standards, and the effective implementation of particular programmes and policies (Hanushek and Raymond, 2004). A focus on a specific aspect of evaluation, such as teacher appraisal and feedback, may have a flow-on effect on the school and its practices, as teachers are the main actors in achieving school improvement and better student performance (O'Day, 2002). However, for evaluations to be effective their objectives should be aligned with the objectives and incentives of those who are evaluated (Lazear, 2000). To the extent that evaluations of organisations and appraisals of employees create incentives, the evaluations and appraisals need to be aligned so that employees have the incentive to focus their efforts on factors important to the organisation (OECD, 2008d). The extent of this effect can depend on the focus in the school evaluation and the potential impact upon schools (Odden & Busch, 1998). It may also affect the extent to which teacher appraisal and feedback is emphasised within schools (Senge, 2000). However, it is important to recognise that TALIS does not collect information about the objectives, regulations and procedures developed and stated by policy makers in each education system. Data collected in TALIS are at the school and teacher level from school principals and teachers and therefore focus on the final three aspects of the evaluative framework of school education depicted in Figure 5.1.

TALIS collected data on school evaluations from school principals. The data include the frequency of school evaluations, including school self-evaluations, and the importance placed upon various areas. Data were also obtained on the impacts and outcomes of school evaluations, with a focus on the extent to which these outcomes affect the school principal and the school's teachers. TALIS also collected data from teachers on the focus and outcomes of teacher appraisal and feedback. This information makes it possible to see the extent to which the focus of school evaluations is reflected in teacher appraisal and feedback.

Both school evaluation and teacher appraisal and feedback should aim to influence the development and improvement of schools and teachers. Even a framework for evaluation based on regulations and procedural requirements would focus on maintaining standards that ensure an identified level of quality of education. TALIS therefore collected information on changes in teaching practices and other aspects of school education subsequent to teacher appraisal and feedback. According to the model depicted in Figure 5.1, a focus in school evaluations on specific areas which reflect stated policy priorities should also be a focus of teacher appraisal and feedback. This should in turn affect practices in those areas. Considering that TALIS does not collect information on student outcomes, teachers' reports of changes in teaching practices are used to assess the impact of the framework of evaluation. In addition, teachers' reports of their development needs provide further information on the relevance and impact of this framework on teachers' development.

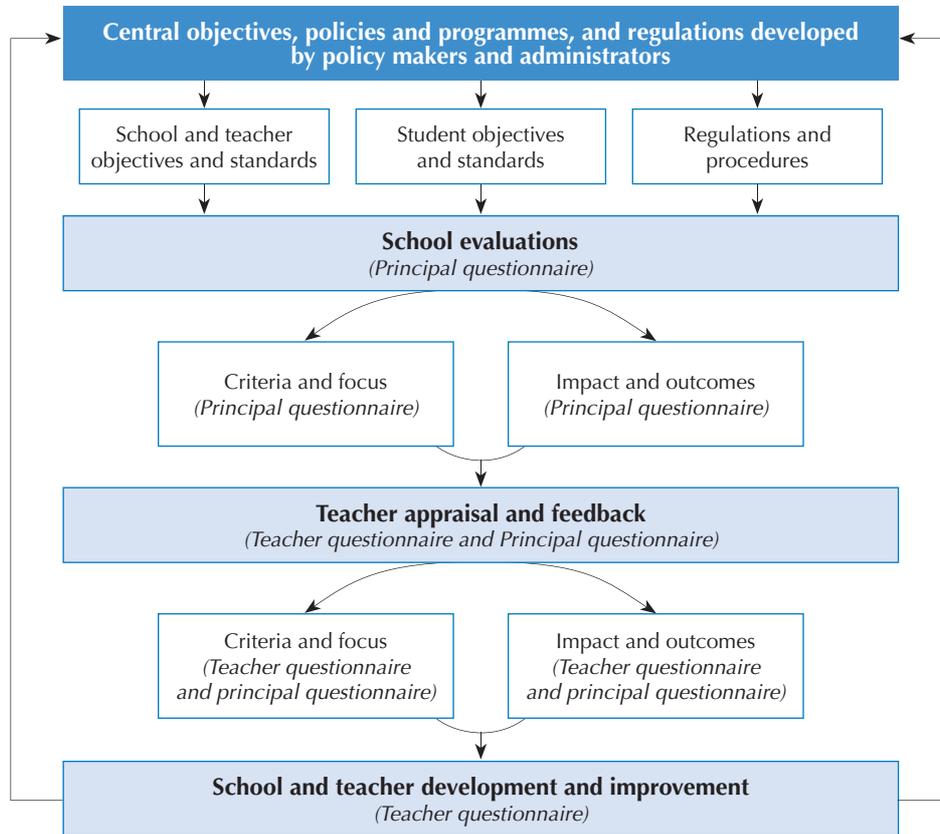
Data were also collected from teachers on the role of appraisal and feedback in relation to rewards and recognition within schools. The focus on factors associated with school improvement and teachers' development included teachers' perceptions of the recognition and rewards obtained for their effectiveness and innovation in teaching.

In gathering data in TALIS, the following definitions were applied:

- School evaluation refers to an evaluation of the whole school rather than of individual subjects or departments.
- Teacher appraisal and feedback occurs when a teacher's work is reviewed by either the school principal, an external inspector or the teacher's colleagues. This appraisal can be conducted in ways ranging from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to a more informal, more subjective approach (e.g. informal discussions with the teacher).

Figure 5.1

Structure for evaluation of education in schools: data collected in TALIS



Source: OECD.

StatLink  <http://dx.doi.org/10.1787/607856444110>**NATURE AND IMPACT OF SCHOOL EVALUATIONS**

TALIS provides information on the frequency of school self-evaluations and external school evaluations (e.g. those conducted by a school inspector or an agent from a comparable institution) and on the areas covered by such evaluations. School principals were asked to rate the importance of 17 items ranging from measures of student performance to student discipline and behaviour. Data were also obtained on the influence of evaluations upon important aspects which can affect schools and teachers, such as an impact on the school budget, performance feedback, and teachers' remuneration. In addition, data were obtained from school principals regarding the publication of information on school evaluations.¹

Frequency of school evaluations

The frequency of school evaluations provides an initial indication of both the breadth of the evaluation of education in schools and the place of school evaluations in the framework of evaluation. Distinctions between external and internal evaluations identify the actors involved and the interaction between schools and a

centralised decision-making body. As Table 5.1 shows, countries differ considerably in this respect. One-third or more of teachers worked in schools whose school principal reported no internal or external school evaluations in the previous five years in Austria (35%), Ireland (39%), and Portugal (33%). This also was the case for around one-quarter of teachers in Denmark and Spain and around one-fifth in Brazil, Bulgaria and Italy. Clearly, these countries have relatively little in the way of a framework for school evaluation. However, in Ireland and Italy policies are being implemented to increase the frequency and reach of school evaluations but at the time of the survey these policies were not yet fully in place.

In contrast, in a number of countries teachers worked in schools with at least one evaluation over the previous five years. In Australia, Brazil, Bulgaria, Hungary, Italy, Korea, Lithuania, Malaysia, Malta, Mexico, Poland, the Slovak Republic, Slovenia and Turkey, at least half of teachers worked in schools whose school principal reported at least an annual school evaluation (either an external evaluation or a school self-evaluation). This is an interesting finding for Brazil, Bulgaria and Italy where the frequency of school evaluations is particularly varied. In each of these countries, over half of teachers work in schools with at least annual evaluations but also around one-fifth work in schools that had had no evaluation in the previous five years. Over three-quarters of teachers in Lithuania, Malaysia and the Slovak Republic worked in schools whose school principal reported having annual or more frequent evaluations (Source: OECD, *TALIS Database*). This represents a stark contrast with schools with no evaluations in the previous five years.

School evaluations conducted by an external inspectorate or equivalent agency were slightly less frequent than school self-evaluations. Eighty per cent of teachers worked in schools whose school principal reported a school self-evaluation in the previous five years compared to some 70% who worked in schools whose school principal reported an external inspection (Table 5.1). This indicates that in some countries, systems of school evaluation are more internally driven. As an example, around half of teachers in Malta worked in schools whose school principal reported an external evaluation but 90% worked in schools where the school principal reported having a school self-evaluation in the previous five years. Denmark, Italy, Lithuania, the Slovak Republic and Slovenia also had relatively fewer external evaluations than self-evaluations.

Across TALIS countries there was little difference in the frequency of external evaluations between public schools and Government-dependent and independent schools (Source: OECD, *TALIS Database*). In general, there do not appear to be separate requirements for the public and private school sectors, as there is little difference in the frequency of external evaluations in most countries. However, in Hungary, Korea and Spain, public schools have significantly less frequent external evaluations than other schools, although the difference is less marked in Korea. In contrast, public schools in Australia were more likely than other schools to have had at least annual external evaluations.

The frequency of school self-evaluations also does not vary significantly between school sectors across TALIS countries. Exceptions are public schools in Belgium (Fl.) and Italy, which have more frequent self-evaluations than other schools. In Hungary and Spain the reverse is true: the frequency of school self-evaluations is significantly greater for private schools. Among schools that had not conducted either an internal or external evaluation in the previous five years, there was also little difference between school sectors in most countries. However, in Belgium (Fl.) public schools were more likely to have undertaken an evaluation in the previous five years, whereas in Spain public schools were less likely to have done so (Source: OECD, *TALIS Database*). It should be noted that a number of countries do not have sufficiently large numbers of private schools to make meaningful comparisons.

An important finding is that in a number of countries a substantial proportion of schools only conducted self-evaluations. They include Austria (22% of teachers worked in schools that conducted a self-evaluation but no external evaluation during the previous five years), Denmark (27%), Italy (40%), Lithuania (34%), Malta (46%), Norway (17%), the Slovak Republic (17%) and Slovenia (24%). As Table 5.1 shows, several of these countries

have relatively low levels of external evaluations of schools. This indicates the lack of a formal framework requiring schools to be evaluated annually by an external inspector. The fact that these schools conducted self-evaluations in the absence of strict regulatory requirements demonstrates that school principals and teachers consider evaluation a valuable tool for internal development even if policy makers in these countries may not have imposed it. Such schools appear to be leading the development of this aspect of evaluation of school education and provide an opportunity to learn from their example.

Focus of school evaluations

School principals were asked to rate the importance of 17 potentially important areas in evaluations undertaken in the previous five years. Given that these areas (see Table 5.1a) would generally be considered important for students' education, it is not surprising that most teachers worked in schools whose school principals considered them to be of moderate or high importance in school evaluations conducted at their school. However, while most of the criteria were considered important, the greatest proportion of teachers worked in schools where the school principal reported that relations between teachers and students were of moderate or high importance, and teaching in a multicultural setting the lowest.

Given the relatively even spread across countries in the importance accorded to each item, it is interesting to analyse differences within countries. Therefore, a high focus on particular items in, for example, Spain is discussed below relative to the importance of other items in Spain rather than in other countries. This also helps account for national differences in the social desirability of responses. As an example, some three-quarters or more teachers in Australia work in schools where their school principal rated all of the items as being of moderate or high importance, except for student feedback on teaching at the school, teaching in a multicultural setting, and inferences drawn from a direct appraisal of classroom teaching. Differences in the importance of various items show some interesting country trends which are discussed below.

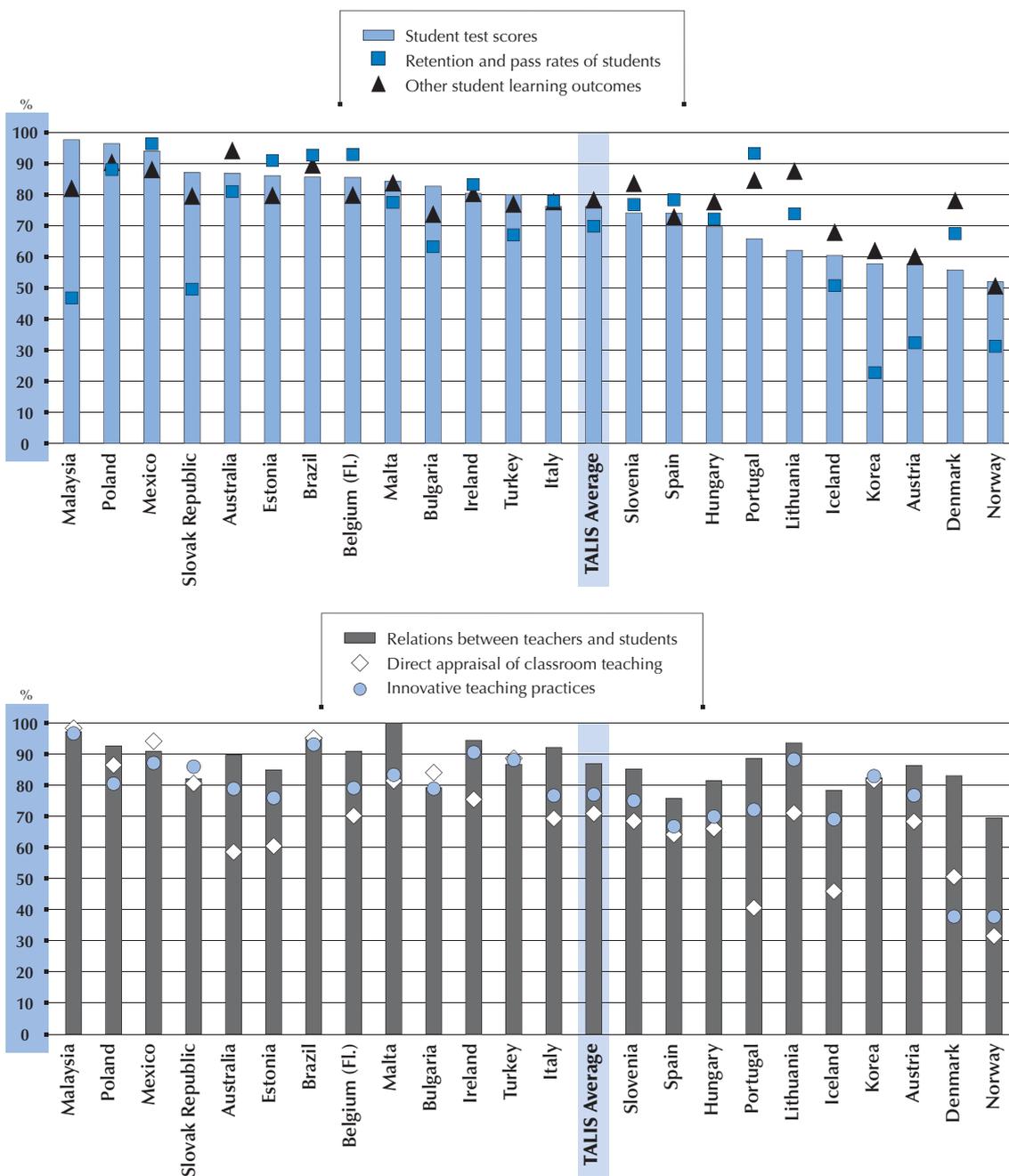
Table 5.1a distinguishes between three categories of student outcomes in school evaluations: student test scores, retention and pass rates, and a category described as other learning outcomes. Interestingly, school principals in some countries reported that specific types of student outcomes were emphasised more than others in school evaluations. Comparing student outcomes criteria, student test scores were the most important criteria in seven TALIS countries (Bulgaria, Malaysia, Malta, Norway, Poland, the Slovak Republic and Turkey). Retention and pass rates of students was the most important in eight TALIS countries (Belgium (Fl.), Brazil, Estonia, Ireland, Italy, Mexico, Portugal and Spain) while in nine TALIS countries the category "other student learning outcomes" was considered the most important evaluative measure of student outcomes (Australia, Austria, Denmark, Hungary, Iceland, Korea, Lithuania, Malta and Slovenia) (Table 5.1a).

Comparing the other criteria, feedback from parents and students were considered to be of somewhat relatively low importance according to school principals in a number of TALIS countries. Student feedback about the teaching they received was rated of relatively low importance in Australia, Bulgaria, Hungary, Ireland, Malta and Slovenia where it was one of the three lowest rated criteria for school evaluations (measured as the percentage of teachers whose school principal considered it to be of moderate or high importance). However, this does not necessarily mean that the role of students is disregarded, as relations between teachers and students were in the three highest rated criteria in each of these countries except Bulgaria. Feedback from parents was the top rated criteria for school evaluations in Iceland and Italy and the lowest rated criteria in Brazil and Bulgaria (Table 5.1a).

Given the resources devoted to teachers' professional development and its importance in school development, it is interesting that it was in the three highest rated criteria in Belgium (Fl.), Bulgaria, Estonia, Ireland, Korea, Lithuania and Slovenia and was one of the three lowest rated criteria Austria and Italy. This is particularly significant in light of the discussion of this issue in Chapter 3. In addition, teachers who work well with the school principal and their colleagues was the highest rated criteria in Korea, Malaysia and Slovenia (Figure 5.2).

Figure 5.2

Criteria of school evaluations (2007-08)



Percentage of teachers of lower secondary education whose school principal reported that this criteria were considered with high or moderate importance in school self-evaluations or external evaluations.

Countries are ranked in descending order of the importance of student test scores in school evaluations.

Source: OECD, Table 5.1a.

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Central to teachers' ability to educate students is their knowledge of their main subject fields and of instructional practices. These were considered to be of high importance in school evaluations in Hungary and Mexico but of relatively low importance in Spain where they were the two lowest rated criteria for school evaluations. This may reflect the comparatively little evaluation of teachers and schools in Spain (see Tables 5.1 and 5.3). A further key aspect of teaching is the importance accorded to innovative teaching practices. This was not in the two highest rated criteria for school evaluations in any TALIS country but was in the two lowest rated criteria in Denmark and Poland. Other important aspects of teachers' work include classroom management skills and student discipline and behaviour. These were generally considered to be of relatively high importance in school evaluations. Student discipline was the top rated criteria in Malta and Norway and teachers' classroom management was the top rated criteria in Bulgaria and Turkey (Table 5.1a).

An indication of the extent to which school evaluations emphasise evaluating teaching is the importance of direct appraisal of classroom teaching. Direct appraisals of teaching are considered valuable tools in a number of schools and education systems (OECD, 2008d; Malone, 2002). They can be viewed as complementary to student outcome data in evaluating school education. However, school principals in a number of countries reported that school evaluations gave relatively low emphasis to this method of evaluating teachers' work. On average, teachers in Australia, Estonia, Hungary, Ireland, Italy, Lithuania, Norway, Portugal and Slovenia worked in schools whose school principal reported this as being one of the three lowest rated criteria for school evaluations. However, direct appraisal of teachers was one of the top three highest rated criteria in Brazil, Bulgaria, Malaysia and Turkey.

Teaching in a multicultural setting was the lowest rated criteria for school evaluations on average across TALIS countries and also specifically in Australia, Belgium (Fl.), Estonia, Hungary, Iceland, Lithuania, Malta, Poland, the Slovak Republic and Slovenia. A relatively low emphasis was also given to teaching students with special learning needs on average across TALIS countries except in Estonia, Ireland and the Slovak Republic where it was one of the two highest rated criteria. Intuitively, teaching in a multicultural setting would not be an important factor in school evaluations if the school was not multicultural to an extent that affects teaching and learning. However, this may be an issue for countries with a large and growing proportion of students with an immigrant background (OECD, 2008b). Indeed, teachers' reports of the proportion of students they teach whose linguistic background is different from the language of instruction indicate that school evaluations may not sufficiently emphasise a potentially important aspect of teachers' work. Across TALIS countries, similar proportions of teachers worked in schools where their school principals reported their school evaluations considered teaching in a multi-cultural setting to be of no, low, or high importance regardless of the linguistic diversity in teachers' classrooms (Source: OECD, *TALIS Database*). However there were exceptions to the average pattern, as in some countries there was a greater emphasis on teaching in a multi-cultural setting in evaluations of schools with greater linguistic diversity. School evaluations that appear to recognise the need to adapt to the linguistic diversity of the student population were more common in Australia, Austria, Belgium (Fl.), Denmark, Norway and, to a lesser extent, Portugal. As an example, in Australia, among teachers who reported teaching classes in which 60% or more of the students had a linguistic background other than the language of instruction, 43% worked in schools that gave high importance in school evaluations to teaching in a multicultural setting. This contrasts with an overall Australian average of only 15% of teachers who worked in schools that gave this high importance. This relationship is also evident in Bulgaria, where teaching in a multicultural setting had relatively high importance in school evaluations in schools with high levels of linguistic diversity but little importance in schools with a more linguistically homogenous student population (Source: OECD, *TALIS Database*).

The relatively minor focus on teaching in a multicultural setting in school evaluations may be a problem if teachers report the need for improvements in their teaching in a multicultural setting (see Chapter 3). A comparison of the importance of the items included in school evaluations and teachers' professional development needs

shows that evaluations might be better structured to address areas in which teachers report the need for further development. For teaching in a multicultural setting, there is a quantitatively small but statistically significant relationship between the emphasis on teaching in a multicultural setting in school evaluations and teachers' professional development needs in this area. A positive relationship may indicate that the school evaluations are designed in a manner that recognises the importance of teaching in a multicultural setting for teachers in these schools and that teachers' initial education and professional development were inadequate to properly address this issue.

On average across TALIS countries, 14% of teachers reported a high level of need for professional development for teaching in a multicultural setting (Table 3.4).² One-quarter of these teachers worked in schools whose school principal reported that teaching in a multicultural setting was either not considered in their school evaluations or had low importance. A further 33% of teachers reported having a moderate level of need for professional development in this area, and of these teachers, 28% worked in schools where again it was either not considered or considered to have low importance in school evaluations. Iceland, Ireland and Korea have larger proportions of teachers who reported higher levels of professional development needs in this area; a substantial proportion of these teachers worked in schools where teaching in a multicultural setting was either not considered or considered of low importance in school evaluations. This situation may be exacerbated in schools reporting a lack of school evaluations. In contrast, in Malaysia over three-quarters of teachers who reported a high level of development need in this area worked in schools that gave teaching in a multicultural setting moderate or high importance in their school evaluations (Source: OECD, *TALIS Database*). This may be an indication that school evaluations are targeted to address teachers' development needs or issues that coincide with those needs. There is, in any case, a clear opportunity to restructure school evaluations to better address this issue in schools where teachers see a moderate or high need for further professional development in this area. This opportunity is even greater in education systems that consider improving the teaching and learning offered in schools serving multicultural populations to be of great importance.

Across TALIS countries, teachers with more linguistically diverse classrooms did not report a stronger need for professional development for teaching in a multicultural setting. However, there were strong positive relationships in Austria, Belgium (Fl.) and Denmark and a slightly weaker positive relationship in Bulgaria and Slovenia. In these countries, teachers' needs for professional development for teaching in a multicultural setting were greater for teachers in more linguistically diverse classrooms. Importantly, in these countries, as well as in Australia, Norway and the Slovak Republic, school evaluations are more likely to focus on teaching in a multicultural setting if teachers report having a moderate or high need for further development in this area and have linguistically diverse classrooms (Source: OECD, *TALIS Database*). School evaluations appear to be better targeted in these countries to the needs of teachers and the linguistic diversity of their students.

Influence of school evaluations

To better understand the role of school evaluations in the framework for evaluating education in schools, school principals were asked to identify the level of influence of school evaluations in six areas. If school evaluations are to have an impact on school principals and teachers, and ultimately on student learning, they will have to have an effect on the functioning of schools and potentially on the development of school principals and teachers. The greater the potential impact of a school evaluation the greater the potential impact on the education offered by schools. Table 5.2 shows that school evaluations generally have a high or moderate level of influence on performance appraisal and feedback but relatively less on financial matters. These school-level data support the system-level data collected from OECD countries (OECD, 2008a).

More than eight teachers in ten worked in schools whose school principal reported that school evaluations had a high or moderate effect on performance feedback to their school (Table 5.2).³ Over three-quarters of teachers

worked in schools whose school principal also reported a high or moderate effect on the appraisal of the school management's performance. Slightly fewer teachers (71%) worked in schools whose school principal reported this effect on the appraisal of teachers' performance in their school and on the assistance provided to teachers to improve their teaching skills (70%). Except in Denmark, Iceland and Spain a large proportion of teachers worked in schools whose school principal reported that school evaluations had a high or moderate effect on performance feedback to the school.

Unlike the appraisal of school management and feedback to schools, school evaluations had little influence on the school budget. Across TALIS countries, less than half of teachers worked in schools whose school principal reported that school evaluations had a moderate or high influence on the school budget (Table 5.2). However, differences among countries range from three-quarters of teachers in Australia and Korea to less than 20% in Austria, Iceland, Poland and the Slovak Republic. It should be noted that influence on the school budget can be interpreted in two ways. It may represent a change in the level of funding received by schools from the Government or other sources, or it may represent a change in the internal allocation of the budget. In Italy, for example, a school evaluation cannot lead to a change in the funds provided to schools by the Government. It is therefore assumed that when Italian school principals reported that the evaluation had an effect on the school budget, this meant that it affected internal decisions regarding allocation. This may be linked to the school self-evaluations which have been promoted by the Italian Ministry to improve the decision making, operation and effectiveness of schools⁴ (see Table 5.1).

Information collected on the impact of school evaluations on teachers focuses on the impact on the appraisal of their performance, the assistance they receive to improve their teaching, and their remuneration and bonuses. Over 70% of teachers' school principals reported that school evaluations had a moderate or high influence on appraisals of teachers' performance (Table 5.2). However, countries differed widely in this respect; substantially more teachers worked in schools where this had a relatively greater influence in school evaluations in Brazil, Malaysia, Mexico, and Poland. Some 70% of teachers worked in schools whose school principal reported that evaluations had a moderate or high influence on the assistance provided to teachers to improve their teaching skills. It was reported to be high in Australia, Brazil, Korea, Malaysia, Malta, Mexico, the Slovak Republic and Slovenia but relatively low in Denmark and Iceland.

School evaluations had substantially less influence on teachers' remuneration and bonuses, with just over one-quarter of teachers working in schools whose school principal reported a moderate or high influence (Table 5.2). Furthermore, they had very little influence in a number of countries; less than 10% of teachers worked in schools whose school principal reported a high or moderate influence in Australia, Austria, Belgium (Fl.), Denmark, Ireland, Norway, Portugal and Spain. They had a greater influence in Brazil, Hungary, Italy, Malaysia, Mexico, Poland and the Slovak Republic.

Publication of information on school evaluations

Publication of measures of school performance has been a contentious policy issue in a number of countries. On the one hand, there is evidence of positive benefits on student performance. For example, PISA shows publication of school results to be positively associated with performance, even after discounting for other factors, including students' social background (OECD, 2007). On the other hand, teachers in some systems take a negative view of publication of the performance measures or information on evaluations (Bethell, 2005). The publication of information on school evaluations is generally considered useful for policies and programmes aimed at school accountability, yet information on school performance can also help parents and families choose the school their child will attend (Gorard, Fitz and Taylor, 2001). In some countries, it may reflect views on freedom of information or be a response to regulatory requirements (OECD, 2008a).

Decisions to publish this information should not be viewed as necessarily imposed top-down. Schools themselves may also publish school results either at the national or local level if they find this will help their school. They may believe that it can lead to school improvements, or they may desire to share information with the local community. Some private schools may be required to publish information on their schools as part of a network of private schools.

Table 5.2a shows that just over half of teachers in TALIS countries worked in schools whose school principal reported that the results of their school evaluations were published. This result does not differentiate between external evaluations and school self-evaluations. There were large discrepancies in the extent to which this information was published across countries. In Poland and Turkey, less than 20% of teachers worked in schools whose school principal reported that this information was published, whereas in Denmark over 80% of teachers worked in such schools. Of greater importance from a policy perspective are the clear discrepancies within countries. Except in federal countries, where differences between states or regions are to be expected, a national policy to publish this information should affect most, if not all, of the country's schools. Except for a few countries, such as Denmark, this was clearly not the case. Therefore, individual schools, local communities, or municipalities must make these decisions. The publication of information on school evaluations in tables that compare schools is uncommon except in Brazil, Denmark and Mexico. This also suggests that the publication of information is decided by individual schools, which lack data for other schools to make comparative tables.

There may be some misunderstanding about the extent of Government involvement in the publication of comparative tables. School principals were asked if these tables were compiled by Governments. Positive responses were received in countries with no Government policy in this area. However, comparative tables have sometimes been published in the media, and the information has become widely known. Hence, even in the absence of Government policy, the ability of the media to make these comparisons may have led school principals to assume Government involvement. This is potentially an important lesson for Governments regarding the information they make publicly available and their efforts to control the use of this information.

FORM OF TEACHER APPRAISAL AND FEEDBACK

This section focuses on the form of teacher appraisal and feedback. It concentrates initially on the frequency of appraisal and feedback and whether it is internally or externally provided. The criteria for teacher appraisal and feedback are the same as those discussed for school evaluations and include information on student outcomes, direct appraisals of teaching, feedback from stakeholders, professional development, and a variety of teaching and school activities. It therefore provides information not only on the focus of teacher appraisal and feedback within schools but also on the links with school evaluations.

Frequency of appraisal and feedback

Frequency of teachers' appraisal and feedback is a starting point for analysis of these issues. It provides a measure of the extent to which this plays a role in teachers' development and in communication among colleagues within schools. It may also provide an indication of the extent to which teachers' co-operation and collective responsibility for students' education are present in schools. Importantly, it identifies teachers who received no appraisal or feedback about their work as teachers. Insofar as appraisal and feedback are considered beneficial for teachers and the education students receive, this is an important indicator for understanding more about teachers' careers, their development and ways to raise school effectiveness.

Data were obtained on the appraisal and feedback teachers received in their school. Table 5.3 shows that a distinction was made between the frequency of appraisal and feedback and its source: the school principal; other teachers or members of the school management team; or an external (to the school) individual or body.

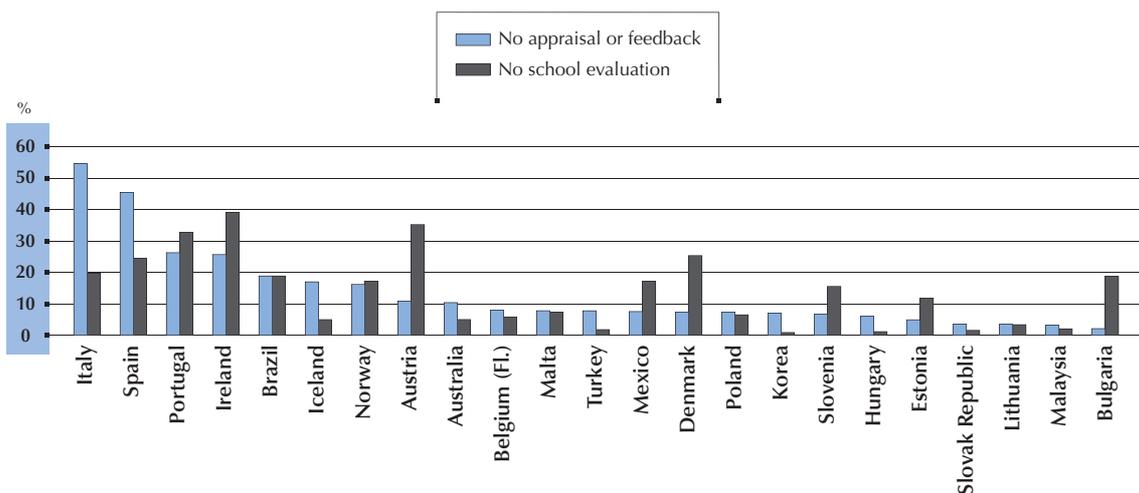
Appraisal and feedback were received more often from within the school than from an external source. Just over half of teachers had not received any appraisal or feedback from an external source (e.g. a school inspector). In fact, over three-quarters of teachers in Norway and Portugal did not receive appraisal or feedback from an external agent. In Italy, external teacher appraisal and feedback is virtually non-existent. These three countries also have a large proportion of teachers working in schools whose school principal reported that they had not received an external school evaluation in the previous five years (Table 5.1).

Thirteen per cent of teachers in TALIS countries did not receive any feedback or appraisal of their work in their school (Figure 5.3). Clearly, the evaluative element of these teachers' work was minimal in these cases. As Table 5.3 shows, a substantial proportion of teachers received no appraisal or feedback from any source in some countries, including Ireland (26%), Italy (55%), Portugal (26%) and Spain (46%). Teachers in these countries with relatively weak evaluation frameworks are not receiving the potential benefits of appraisal and feedback. Moreover, teacher appraisal and feedback can be an effective policy lever for developing specific aspects of education targeted by policy makers and administrators.

Teachers were asked about the appraisal and feedback they had received in their school. However, as some teachers were new to their school, they may not have been there long enough to receive the normal appraisal and feedback, or conversely, they may receive substantial appraisal and feedback because they are new. Of the teachers who received no appraisal or feedback, just under one-quarter were in their first year and 37% were in their first two years at the school (Source: OECD, *TALIS Database*). In comparison, the TALIS average is 12 and 11% of teachers in their first and second year, respectively. However, the relationship between the frequency of teachers' appraisal and feedback and the number of years of teaching at the school is not linear.

Figure 5.3

Teachers who received no appraisal or feedback and teachers in schools that had no school evaluation in the previous five years (2007-08)



Countries are ranked in descending order of the percentage of teachers who have received no appraisal or feedback.

Source: OECD, Tables 5.1 and 5.3.

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Teachers in their first two years were more likely either to have received no appraisal and feedback or to have received very frequent appraisal and feedback (more than once per month). Policy makers and administrators wishing to encourage more appraisal and feedback for teachers new to a school may wish to encourage or implement effective school mentoring and induction programmes (Rockoff, 2008). In Mexico and Malta, teachers in their first two years at a school are significantly more likely to have more appraisal and feedback in schools with formal induction processes. For example, among teachers in Mexico who had received no appraisal or feedback in their school, 72% were in schools that had no formal induction process; over half of all Mexican teachers work in schools without a formal induction process. However, across TALIS countries, there is no quantitatively important relationship between the frequency of appraisal and feedback for teachers in their first two years at a school and the presence of a mentoring programme (Source: OECD, *TALIS Database*). This indicates that mentoring programmes may need to be adapted if their purpose is to provide more appraisal and feedback to new teachers. Mentoring programmes may of course have objectives unrelated to consistent teacher appraisal and feedback, but this goes against the general impression of the nature and purpose of mentoring and induction programmes (OECD, 2005; Ingersoll & Smith, 2004; Serpell, 2000).

As Figure 5.3 indicates, teachers working in schools that had no school evaluations over the previous five years were less likely to receive appraisal or feedback. For example, in Korea, in schools that had not conducted or participated in a school evaluation during the previous five years, 18% of teachers had also never received any appraisal or feedback at that school. Only 7% of teachers had not if the school had conducted or been subject to an evaluation (Source: OECD, *TALIS Database*). This offers further evidence that school evaluations can be an essential component of an evaluative framework which can foster and potentially shape teacher appraisal and feedback. Policy makers may also be able to alter the framework and requirements of school evaluations to better shape the appraisal and feedback received by teachers.

Focus of appraisal and feedback

Policy makers and administrators attempting to shape and develop the evaluation of school education would naturally consider the focus of teacher appraisal and feedback important in terms of providing incentives and shaping teachers' actions within schools. TALIS obtained information from teachers on the importance of 17 items in the appraisal and feedback they had received at their school. These are the same as those discussed for school evaluations and include: various student performance measures; feedback from parents and students; teaching practices and requirements; teachers' knowledge and understanding of their main subject field and instructional practices; relations with students; findings from direct appraisals of classroom teaching; professional development; and, teachers' handling of student discipline and behaviour problems. Given the relatively even spread across countries in the importance given to each item, it is interesting to again analyse differences within countries. Therefore, the discussion below focuses on differences within each country so that a high focus on particular criteria in, for example, Austria is discussed relative to the importance placed on other items in Austria rather than on its importance in other countries. This also helps take into account national differences in the social desirability of responses.

Given the importance of these aspects of school education, it is not surprising that most were considered to be of fairly high importance. As Table 5.4 shows, the areas considered by most teachers to be of moderate or high importance were relations between teachers and students; knowledge and understanding of instructional practices; classroom management; and knowledge and understanding of teachers' main instructional fields (approximately 80% on average for each of these items across TALIS countries). In comparison, substantially fewer teachers reported that teaching students with special needs, the retention and pass rates of students and teaching in a multicultural setting were of moderate or high importance in their appraisal and feedback. Yet, even with their comparably lower rating (57, 56 and 45%, respectively), a number of teachers participating in appraisal and feedback still reported that these had moderate or high importance in the appraisal and feedback they received. The importance of selected items is illustrated in Figure 5.4.

Certain elements of teaching and teachers' work in the classroom were understandably considered important elements of appraisal and feedback. In fact, across TALIS countries, the quality of teachers' relations with students was the most important item as measured by the percentage of teachers who considered it to have moderate or high importance. This is an important finding as it emphasises the importance accorded to teacher-student relations in school education and also because of the relatively lesser importance given to feedback from students (on average across TALIS countries, 73% of teachers rated it as of high or moderate importance in their appraisal and feedback). While teacher-student relations were considered to be of prime importance across TALIS countries, measurement of these relations in teachers' appraisal and feedback did not depend entirely on student opinion and feedback. It is therefore assumed that other methods were used to determine the state of these relations. Another area of relatively high importance in assessing teaching and teachers' work is direct appraisal of classroom teaching. This is a clear and visible element of a system of appraisal and feedback within schools and of moderate or high importance in the appraisals and feedback of, on average, just under three-quarters of teachers. It was in the top three rated criteria (measured by the percentage of teachers rating it as of moderate or high importance in their teacher appraisal and feedback) in Austria, Belgium (Fl.) and the Slovak Republic. Yet, it was the second lowest rated criteria in Portugal.

Countries vary substantially in the emphasis on student outcomes in teachers' appraisal and feedback. Three aspects were considered: student test scores; students' retention and pass rates; and other student learning outcomes. On average across TALIS countries, the retention and pass rates of students was the second lowest rated criteria in teacher appraisal and feedback and was the lowest rated criteria in Austria and Italy. Student test scores were also not given a high priority in teacher appraisal and feedback in a number of TALIS countries. It was one of the three lowest rated criteria in Denmark, Hungary and Italy. There are often substantial differences in the importance placed upon these three measures of student outcomes within countries: for example, in Denmark student test scores and the retention and pass rates of students were considered to be of moderate or high importance by just over one-quarter of teachers but other student learning outcomes were of considerably more importance to teacher appraisal and feedback with just fewer than half of Danish teachers reporting it to be of moderate or high importance. Feedback from stakeholders (e.g. students and parents) can be useful for teachers and for those responsible for appraising teachers but was rated relatively lowly on average across TALIS countries. Student feedback on the education they receive was the second highest rated criteria in Iceland and Portugal but was the lowest rated criteria in Spain. Feedback from parents was one of the lowest three rated criteria in Belgium (Fl.), Brazil, Bulgaria, Mexico and Turkey.

Given the importance of professional development in some education systems it is important to clarify the role of appraisal and feedback not only in identifying development needs but also in assessing the impact of professional development on the work of teachers within schools. It is clear that while it is of moderate or high importance in the appraisal and feedback of the majority of teachers across TALIS countries, it was not in the five highest rated criteria of any TALIS country. Moreover, it was one of the lowest three rated criteria in teacher appraisal and feedback in Australia, Austria, Hungary, Ireland, Malta, the Slovak Republic and Spain. A broader view of professional development activities encompasses non-formal activities and the learning that takes place when working with peers and colleagues. Teachers' work with the school principal and colleagues in their school had moderate or high importance in the appraisal and feedback of a large percentage of teachers across TALIS countries. It was one of the top three highest rated criteria in Belgium (Fl.), Denmark, Iceland, Norway and Portugal.

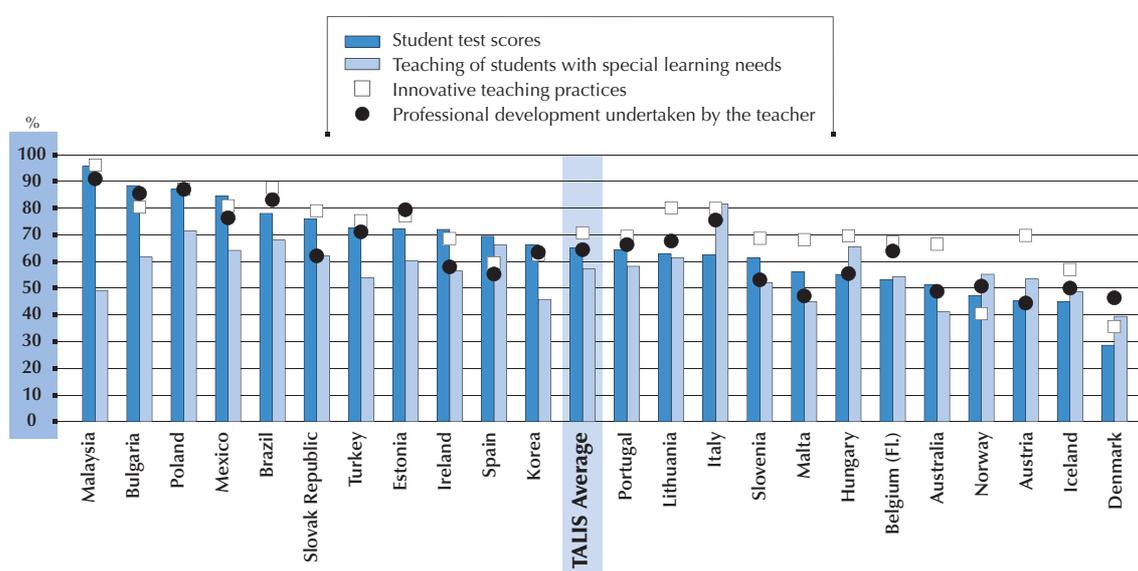
Given teachers' roles in schools and their positions as educators, it is perhaps not surprising that for over three-quarters of teachers their knowledge and understanding of their main subject fields and of instructional practices in these fields was of moderate or high importance in the appraisal and feedback they receive. This was considered one of the most important items in teachers' appraisal and feedback across TALIS countries. Knowledge and understanding of their main subject fields was one of the two most important criteria in Australia, Brazil,

Bulgaria, Hungary, Lithuania, Malaysia and Mexico. Similarly, knowledge and understanding of instructional practices in their main subject fields was one of the two most important criteria for teacher appraisal and feedback in Estonia, Hungary, Malaysia, Mexico, the Slovak Republic and Slovenia.

Other issues concerning classroom teaching are student discipline and classroom management practices. Both were of importance in teachers' appraisal and feedback. Teachers' classroom management was the highest rated criteria in teacher appraisal and feedback in Bulgaria, Korea and Turkey. Student discipline was the highest rated criteria in Poland and Spain.

Figure 5.4

Criteria for teacher appraisal and feedback (2007-08)



Percentage of teachers of lower secondary education who reported that these criteria were considered with high or moderate importance in the appraisal and/or feedback they received.

Countries are ranked in descending order of the importance of student test scores in teacher appraisal and feedback.

Source: OECD, Table 5.4.

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Teaching in a multicultural setting and teaching students with special learning needs

A number of countries have concerns about the performance of students from immigrant backgrounds and those with special learning needs (OECD, 2008b; OECD 2006b). Teachers may have to use teaching methods that adapt to meet these needs. It is therefore somewhat surprising that the importance of teaching in a multicultural setting and teaching students with special learning needs were reported by a comparatively low percentage of teachers as being of moderate or high importance in their appraisal and feedback. On average across TALIS countries, teaching in a multicultural setting was the lowest rated criteria in teacher appraisal and feedback and was the lowest rated criteria in 16 TALIS countries (Australia, Belgium (Fl.), Denmark, Estonia, Hungary, Iceland, Ireland, Korea, Lithuania, Malta, Norway, Poland, Portugal, the Slovak Republic, Slovenia, and Turkey). In a similar vein, teaching students with special learning needs was one of the lowest three rated criteria in teacher appraisal and feedback in 13 TALIS countries (Australia, Brazil, Bulgaria, Estonia, Ireland, Lithuania, Malaysia, Malta, Mexico, Poland, Portugal, Slovenia and Turkey).

This may be a concern for policy makers in countries where the policy emphasis on these issues is not matched by their importance in the system of teacher appraisal and feedback. However, if teachers do not consider teaching in a multicultural setting or teaching students with special learning needs to be important, a problem may not exist. To better understand this issue, analysis focused on:

- The importance accorded to these issues in teachers' appraisal and feedback.
- The extent of teachers' professional development needs in these areas.
- The linguistic background reported in teachers' classrooms.

Teaching in a multicultural setting and teaching students with special learning needs were reported by teachers to be given relatively less importance in their appraisal and feedback. For teachers who do not teach students with these needs or backgrounds or who consider this not important to their teaching or their development as teachers, this is to be expected. However, although these areas received little emphasis in appraisal and feedback, reports on teachers' professional development needs show that a substantial proportion had development needs in these areas. This is a particularly worrying finding if teachers' appraisal and feedback is considered important to their continuing development. It suggests that their needs are not being met in a potentially important area. Analysis of teachers' reports of the linguistic background of students also shows that this is not an issue of these teachers teaching in front of homogenous classes. If this had been the case, it would be understandable that the appraisal and feedback teachers received did not focus on either teaching in a multi-cultural setting or teaching students with special learning needs.

Chapter 3 in fact indicates that many teachers had professional development needs in these areas. Across TALIS countries, three-quarters of teachers had moderate or high development needs for teaching students with special learning needs and 47% for teaching in a multicultural setting. Of these teachers, 22% did not receive any appraisal or feedback and therefore did not receive any professional development in these areas as a result of these activities. This was particularly apparent in Italy, where 53% of teachers with moderate or high development needs in these areas had not received any appraisal or feedback, and in Spain (45%).

Among teachers with moderate or high development needs in these areas and who received some appraisal or feedback, little or no consideration was often given to these areas. Just over one-third (35%) of teachers with moderate or high needs for teaching students with special learning needs received appraisal or feedback which gave little or no importance to this area. This was particularly apparent in Australia, Denmark and Malta where it was the case for 56% of these teachers. For teaching students in a multicultural setting, 32% of teachers with moderate or high development needs received appraisal or feedback which gave little or no importance to this issue. In a number of countries, the mismatch between teachers' development needs and the focus of appraisal and feedback was more pronounced. Over half of teachers in Australia (53%), Denmark (61%), Iceland (69%), Ireland (58%), Korea (58%), Malta (65%), Norway (70%) and Slovenia (58%) who reported moderate or high development needs for teaching in a multicultural setting received appraisal or feedback that gave little or no importance to this aspect of teaching (Source: OECD, *TALIS Database*). It should be noted when interpreting the data that the proportion of teachers with these needs varies in these countries. In addition, there is no substantial difference in the reported linguistic diversity of teachers' classes for teachers with moderate or high development needs for teaching in a multicultural setting and teachers overall.

OUTCOMES OF APPRAISAL AND FEEDBACK OF TEACHERS

The following discussion of the outcomes of teacher appraisal and feedback focuses upon relatively direct outcomes, including monetary rewards and career advancement, teachers' development needs, and a variety of non-monetary rewards. Additional aspects discussed are the actions taken by school principals when specific weaknesses are identified. Seven specific outcomes that reward and/or affect teachers and their work were

identified as possibly stemming from teacher appraisal and feedback: a change in salary; a financial bonus or another kind of monetary reward; opportunities for professional development; a change in the likelihood of career advancement; public recognition from the school principal and other colleagues; changes in work responsibilities that makes teachers' jobs more attractive; and a role in school development initiatives. These are presented in Table 5.5 which shows the percentage of teachers reporting changes in these outcomes following appraisal or feedback. In interpreting the data it should be kept in mind that the percentages only represent teachers who received appraisal or feedback in their school.

The data suggest that teachers' appraisal and feedback have relatively minor direct outcomes. In most TALIS countries, appraisal and feedback have little financial impact and are not linked to career advancement. On average across TALIS countries, 9% of teachers reported that appraisal or feedback had a moderate or large impact upon their salary and fewer than 11% reported that it had an impact on a financial bonus or another kind of monetary reward. However, there are stronger links to teacher salaries in a few countries. In Bulgaria (26%), Malaysia (33%), and the Slovak Republic (20%), between one-fifth and one-third of teachers indicate that appraisal and feedback led to a moderate or a large change in their salary. Similarly, teachers in Bulgaria, Estonia, Hungary, Lithuania, Malaysia, Poland, the Slovak Republic and Slovenia were more likely to report a link between appraisal and feedback and a bonus or other monetary reward (Table 5.5). Broadly speaking, it may be said that linking appraisal and feedback to teachers' monetary compensation was considerably more common in central and eastern European TALIS countries than in other TALIS countries.

Direct monetary impacts, such as bonuses, may be coupled with longer-term monetary outcomes through career advancement. Again, most teachers reported that appraisal and feedback led to a small or no change in their likelihood for career advancement. This indicates a strictly structured career path with little or no relationship to teachers' appraisal and feedback. Exceptions are found in Brazil, Malaysia, Mexico, Poland, the Slovak Republic and Slovenia. It is interesting that countries in which more teachers reported direct monetary impacts generally also reported a greater impact upon career advancement. However, in Bulgaria and Estonia tight promotion and career structures may prevent any effect on career advancement but direct financial rewards are possible. A number of countries that report low levels of direct monetary outcomes report a somewhat greater likelihood of an impact on career advancement. Teachers in Australia, Brazil, Ireland, Malaysia, Malta, Mexico, Poland, Portugal, Spain and Turkey report greater likelihood of an impact on career advancement than of direct monetary outcomes; in this case any monetary consequence would be of a long-term nature. That said, as shown in Table 5.5, the proportion of teachers in a number of countries reporting a moderate or large impact upon career advancement is still relatively low (16%).

A far more common outcome of teachers' appraisal and feedback is some form of public recognition either from the school principal or from teachers' colleagues. Thirty-six per cent of teachers said that their appraisal and feedback had led to a moderate or large change in the recognition they received from their school principal and/or colleagues within the school (Table 5.5). Public recognition is a clear incentive and a non-monetary outcome which highlights the role of teacher appraisal and feedback in rewarding quality teaching. Unfortunately, while it was more common than monetary outcomes, recognition was still not very frequent and clearly in many TALIS countries there are weak links between appraisal and feedback and both monetary and non-monetary outcomes.

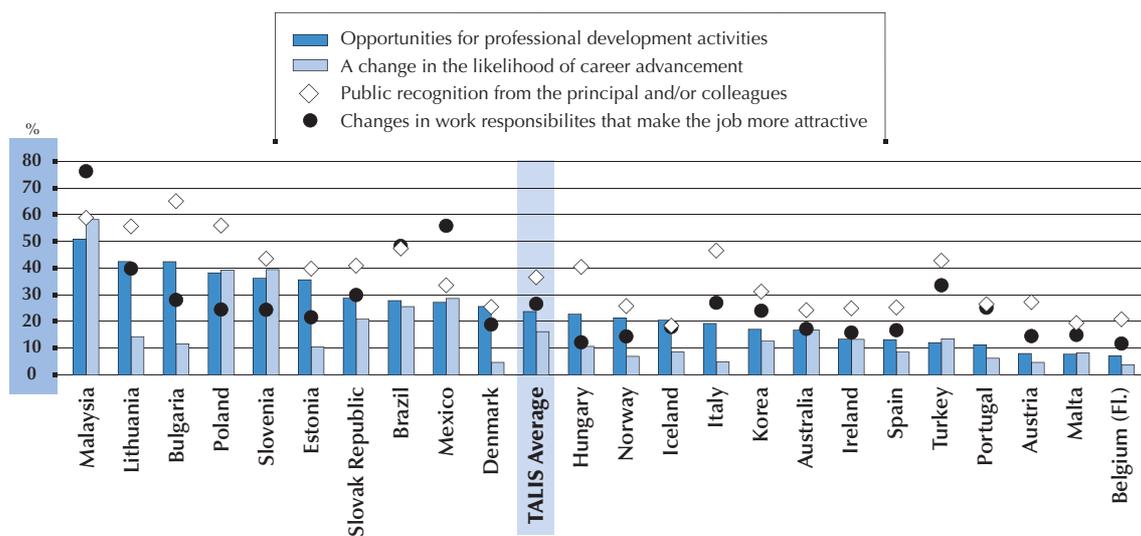
A key feature of systems of appraisal and feedback is to provide a mechanism for assessing and improving the performance of staff. A number of development mechanisms can result from identifying specific needs, creating development opportunities within and beyond the school, and rewarding teachers for enhanced performance (OECD, 2005). Teachers reported on three development outcomes from teacher appraisal and feedback: opportunities for professional development, changes in work responsibilities that make their job more attractive;

and obtaining a role in school development initiatives. On average across TALIS countries, just fewer than one-quarter of teachers reported that appraisal and feedback led to a moderate or a large change in their opportunities for professional development. The largest proportions were in Bulgaria (42%), Estonia (36%), Lithuania (42%), Malaysia (51%), Poland (38%) and Slovenia (36%). Slightly more teachers reported an impact on changes in their work responsibilities and 30% on their role in school development initiatives (Table 5.5).

An important issue is whether teacher appraisal and feedback mechanisms can assume a developmental role or should be viewed more strictly in terms of rewarding performance. Such outcomes are not mutually exclusive, as a reward linked to teacher appraisal and feedback does not preclude development outcomes. In fact, a greater percentage of teachers report a moderate or strong link between their appraisal and feedback and changes in work responsibilities that make their jobs more attractive in Brazil, Lithuania, Malaysia and Mexico, where teachers' remuneration is also more likely to be linked to appraisal and feedback. Few teachers report a strong link in Australia, Austria, Belgium (Fl.), Denmark, Ireland, Malta, Norway and Spain (Table 5.5). For these countries, teacher appraisal and feedback may be a rather benign activity, and, in Austria, Denmark, Ireland and Spain was also reflected in low rates of school evaluations (Figure 5.5 and Table 5.1).

Figure 5.5

Impact of teacher appraisal and feedback (2007-08)



Percentage of teachers of lower secondary education who reported that the appraisal and/or feedback they received led to a moderate or large change in these aspects of their work and careers.

Countries are ranked in descending order of changes in teachers' opportunities for professional development activities.

Source: OECD, Table 5.5.

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Actions following the identification of weaknesses in teacher appraisal

An essential aspect of any form of appraisal or feedback is the identification of strengths and weaknesses and taking steps to build on the former and correct the latter. Information was collected from school principals on actions taken when weaknesses are identified as a result of teachers' appraisal. Data collected focused on the extent of communication with the teacher; whether it is used to establish a development or training plan for the teacher; the relationship with a broader evaluation framework; and whether there is a financial impact for teachers.

The information collected in an appraisal of teachers' work can serve a number of purposes. It can be discussed with the teacher to communicate a judgement about their work and performance, it can be communicated to other bodies or institutions outside of the school, or it can be kept by the school principal to inform his/her own judgements. Informing external institutions may be part of regulatory requirements concerning the appraisal of teachers' work or of a broader regulatory structure concerning teachers' careers and their work. External communication may also indicate a more bureaucratic structure or top-down management practices than communication to the teacher.

As Table 5.6 shows, most school principals reported the outcome of teacher appraisals to the teacher, with 62% of teachers working in schools whose school principal reported that they always report the outcome of an appraisal that identifies weaknesses to the teacher (and a further 26% of teachers work in schools where the school principal reported doing so most of the time). This was the case in Australia (75% of teachers worked in schools whose school principal reported doing this all of the time), Austria (81%), Belgium (Fl.) (75%), Bulgaria (81%), Estonia (76%), Hungary (82%), Poland (96%) and the Slovak Republic (76%). However, some countries do not communicate the results of appraisals to teachers. For example, 32% of teachers in Korea worked in schools whose school principal reported that they never report the outcome to the teacher. In Turkey just fewer than one-quarter of teachers worked in schools whose school principal reported that they either never or only sometimes reported the outcome to the teacher. This may indicate poor communication between school principals and teachers. In most cases teacher appraisals (and the results) remain within the school. Across TALIS countries, nearly 90% of teachers worked in schools whose school principal reported that they never (51%) or only sometimes (37%) report underperformance to another body for action. Such reporting procedures are more common in Austria (21% of teachers' school principals report underperformance to another body to take action most of the time or always), Brazil (27%), and Malta (21%). It is particularly common in Mexico, where 47% of teachers worked in schools whose school principal said they report underperforming teachers to another body most of the time or always.

In a number of countries, using appraisal and feedback to establish a development or training plan for teachers to address weaknesses in their teaching is less common than simply reporting these identified weaknesses to the teacher (Table 5.6). This indicates that teacher appraisal is either not linked to professional development or that professional development is not common (either may be a concern if teachers' professional development is considered useful). Up to one-quarter of teachers worked in schools whose school principal reported that they never establish a development plan if an appraisal identifies weaknesses in Austria (23%), Estonia (11%), Hungary (12%), Ireland (19%), Korea (17%), Norway (20%), Poland (11%), Portugal (14%), the Slovak Republic (13%) Slovenia (16%) and Spain (22%) (Table 5.6). The use of teacher appraisal and feedback for professional development appears to be prevalent in certain countries. In Australia (58%) and Mexico (35%) at least one-third of teachers had school principals who reported that they always establish a development plan. Moreover, in some countries it is common to discuss measures to remedy weaknesses with teachers: over three-quarters of teachers in Hungary (81%), Lithuania (76%) and Poland (83%) worked in schools whose school principal reported that they always discussed these measures with the teachers concerned.

It is clear that for the vast majority of teachers, the results of appraisal and feedback are not used to impose material sanctions. On average across TALIS countries over 85% of teachers worked in schools whose school principal reported that a material sanction is never imposed when a teacher appraisal identifies a weakness. However, a greater percentage of teachers in Estonia (24%), Hungary (38%), Poland (28%) and the Slovak Republic (87%) work in schools where the school principal reported that this happened at least sometimes. While still not a common practice in these countries, this indicates a framework that links appraisal and feedback to salaries and financial rewards. It may also indicate a stronger link between appraisal and feedback and teachers' careers.

IMPACT OF TEACHER APPRAISAL AND FEEDBACK

The impact of appraisal and feedback is complementary to the direct outcomes discussed above but here the focus is on less tangible impacts, such as teachers' job satisfaction, effect on their teaching, and broader school development. To better illustrate these issues, the discussion begins with teachers' perception of the nature of their appraisal and feedback.

As Table 5.7 shows, on average across TALIS countries, teachers who received appraisal and feedback had a positive view of the process and its connection to their work and their careers. Overall, teachers considered the appraisal and feedback they received to be a fair assessment of their work and to have a positive impact upon their job satisfaction and, to a lesser degree, job security (Table 5.7a). This is an important finding given the negative connotations that may be associated with the introduction of a teacher appraisal system. TALIS provides, for the first time, international data from representative samples of countries that show that systems of appraisal and feedback have a positive impact on teachers.

Feelings of insecurity, fear and reduced appreciation of work can occur when a new or enhanced appraisal system is introduced in an organisation (Saunders, 2000). An emphasis on accountability can be assumed in some instances to imply strict and potentially punitive measures and thus have a negative impact upon teachers, their appreciation of their jobs and work as teachers (O'Day, 2002). In some respects, this appears to have been expected in some education systems that introduced new systems of teacher appraisal and accountability (Bethell, 2005). The results presented here do not show that a system of teacher appraisal and feedback will have a negative impact upon teachers. Specific systems can have negative impacts and considerable research has been conducted into the negative consequences of systems that misalign incentives and rewards (Lazear, 2000). A wide range of systems in TALIS countries emphasise different outcomes and different aspects of teachers' work. Yet, the great majority of teachers in these varied systems consider the appraisal and feedback they receive to be beneficial to their work as teachers, to be fair, and to increase both job satisfaction and, to a lesser degree, job security. In fact, given the benefits of systems of appraisal and feedback, the greatest concern may be in countries that lack such systems. Moreover, it appears that very few systems fully exploit the potential positive benefits of systems of teacher appraisal and feedback and provide teachers with these benefits.

Teachers' perceptions of the fairness of appraisal and feedback

Teachers' perceptions of the appraisal and feedback they receive is likely to be shaped by the degree to which they consider it a fair and just assessment of their work. It may be assumed that teachers who do not consider their appraisal and feedback a fair assessment of their work would also have a negative view of other aspects of its impact and role within their school. Impressions of fairness are also linked to indicators of the extent to which the outcomes and incentives of an appraisal and feedback system are properly aligned with teachers' work, what they consider to be important in their teaching, and the school's organisational objectives. For example, if teachers are appraised and receive feedback on a particularly narrow set of criteria or on a particular outcome measure which they feel does not fully or fairly reflect their work, a measure of the fairness of the system should highlight this problem.

Table 5.7 shows that 63% of teachers agreed and 20% strongly agreed that the appraisal and feedback they received was a fair assessment of their work. However, there were notable perceptions of a lack of fairness in some countries. A substantial proportion of teachers either strongly disagreed or disagreed that the appraisal and feedback was fair in Korea (9% strongly disagreed and 38% disagreed), and Turkey (12 and 23%, respectively). As detailed in Table 5.7a, very few teachers reported a negative impact upon their job security. In fact, 34% considered that it led to either a small or large increase in job security. In addition, over half reported either a small or large increase in their job satisfaction. Appraisal and feedback may therefore be considered to have a positive impact on aspects of teachers' careers.

Similar to the overall findings of teachers' perceptions of the fairness of the appraisal and feedback they received, on average across TALIS countries, over three-quarters of teachers also agreed or strongly agreed that their appraisal and feedback was helpful in the development of their work as teachers (Table 5.7). This is further evidence of the benefits of appraisal and feedback. However, over 40% of teachers reported that they did not receive suggestions for improving aspects of their work (Table 5.7). Contrasting these two findings suggest that feedback may be helpful in the sense that it highlights teachers' strengths and weaknesses even if it does not contain suggestions for addressing weaknesses or building on strengths.

The positive impact teachers perceive that appraisal and feedback has on their work is important given that, on average across TALIS countries, 13% of teachers reported receiving no appraisal or feedback in their school. These teachers may be missing out on the benefits of appraisal and feedback both for themselves and for their schools, and on commensurate developmental opportunities. This may be a bigger concern in some countries than in others. A number of TALIS countries have a large proportion of teachers who received no appraisal or feedback in their school (see Table 5.3). This was apparent in Ireland (26% of teachers have not received appraisal or feedback from any source in their school) and Portugal (26%) where over one-quarter of teachers have not received any appraisal or feedback in their school and particularly in Italy (55%) and Spain (46%) where around one-half of teachers have not received any appraisal or feedback. Policy makers looking to further develop systems of teacher appraisal and feedback will be interested to learn that of those teachers who received appraisal and feedback in Italy and Portugal the percentage who considered it helpful was above the TALIS average. In these countries with a less well-developed system of teacher appraisal and feedback, the benefits for those teachers it does reach seem to be considerable. This appears to be a clear signal to policy makers that appraisal and feedback can improve the working lives of teachers and school effectiveness.

Impact of appraisal and feedback on teaching and teachers' work

Teachers' views on their appraisal and feedback offer important insights into the nature and use of feedback systems in schools and a context for discussion of the impact upon teaching and teachers' work. Information was obtained on the extent to which the appraisal and feedback teachers received led to changes in eight aspects of their work: classroom management practices; knowledge and understanding of teachers' main subject field; knowledge and understanding of instructional practices in their main subject field; a development or training plan to improve their teaching; teaching students with special learning needs; handling of student discipline and behaviour problems; teaching students in a multicultural setting; and the emphasis on improving student test scores.

Table 5.8 shows that between 22 and 41% of teachers reported a moderate or large change in each of these aspects following the appraisal and the feedback they received. Appraisal and feedback thus has a positive impact not only on teachers' job satisfaction but also on their teaching and their jobs as teachers. Overall, the greatest impacts are on the emphasis on improving student test scores; classroom management practices; understanding of instructional practices; and knowledge and development or training plans. These facets of teachers' work and careers reflect positive developmental features of teacher appraisal and feedback and support teachers' perceptions of the nature of the appraisal and feedback they receive (see Table 5.7). In Hungary, Iceland and Korea, the greatest impact of teacher appraisal and feedback was on teachers' development or training plans. However, taking an average of the responses on each outcome, only in Brazil, Bulgaria, Malaysia and Mexico did the majority of teachers report that appraisal and feedback led to moderate or large changes in these aspects of their work. It is therefore clear that in most countries, further work is required to better target teacher appraisal and feedback to specific measures and/or to take measures to strengthen the system of teacher appraisal and feedback.

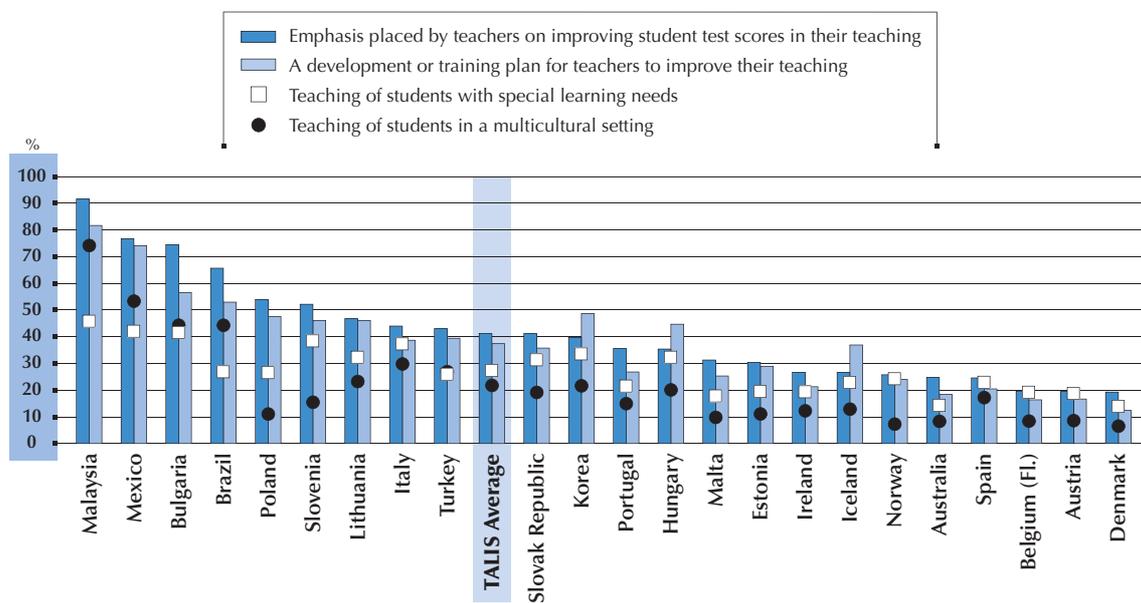
Appraisal and feedback has the greatest impact on teachers' emphasis on student test scores. Just over 40% of teachers considered that appraisal and feedback led to a moderate or large change in this aspect of their work (Table 5.8). Teachers in Australia, Brazil, Bulgaria, Ireland, Italy, Malaysia, Malta, Mexico, Poland, Portugal,

Slovenia and Turkey reported the greatest impact in this area (measured as the percentage of teachers that considered that appraisal and feedback led to a moderate or large change in this aspect of their work). For over one-third of teachers, appraisal and feedback led to a moderate or a large change in their classroom management practices and teachers reported this as one of the two largest impacts upon aspects of their work in Australia, Austria, Belgium (Fl.), Brazil, Bulgaria, Hungary, Ireland, Mexico, Norway, Slovenia and Spain. Similar proportions of teachers reported moderate or large changes in their knowledge and understanding of their main subject field and of instructional practices in that subject field. Teachers in Spain reported a particularly weak impact on these aspects of their work which is commensurate with the low importance they received for teacher appraisal and feedback. Knowledge and understanding of instructional practices had the greatest impact in Austria, Estonia, Lithuania and the Slovak Republic.

Appraisal and feedback had the least impact on teaching students in a multicultural setting which, as noted, was not an important criterion in the appraisal and feedback received by most teachers. This may explain why it had the least impact on this aspect of teachers' work in over two-thirds of TALIS countries. Findings were similar for the impact on teaching students with special learning needs and the explanation may also be the same. For policy makers wishing to emphasise these aspects of teaching and schooling, this is a potentially important finding. Appraisal and feedback had a greater impact on teachers' handling of student discipline and behaviour problems and was particularly strong in Denmark, Norway and Spain relative to the impact on other aspects of teachers' work in these countries (Figure 5.6).

Figure 5.6

Impact of teacher appraisal and feedback upon teaching (2007-08)



Percentage of teachers of lower secondary education who reported that the appraisal and/or feedback they received directly led to or involved moderate or large changes in these aspects of teaching.

Countries are ranked in descending order of changes in the emphasis placed by teachers on improving student test scores in their teaching.

Source: OECD, Table 5.8.

StatLink <http://dx.doi.org/10.1787/607856444110>

TEACHER APPRAISAL AND FEEDBACK AND SCHOOL DEVELOPMENT

Table 5.9 presents teachers' views on their school's system of appraisal and feedback and various issues of school development, incentives and career structures within schools, and the recognition accorded teachers for their work. It provides a worrying picture of the careers and working lives of teachers for those who believe in providing incentives and recognising achievement, for those wishing to promote effective learning networks within schools, and for the broad objectives of continually increasing school effectiveness. Systems of appraisal and feedback generally did not recognise teachers' efforts and successes, reward effective teachers and effective teaching practices, or provide incentives to teachers. Teachers in TALIS countries generally did not receive recognition for their work and reported that if they increased their efforts and effectiveness they would not receive more recognition. Most teachers reported that successful and effective teaching is not rewarded and that the recognition that is given in their school does not go to the teachers who most deserve it.

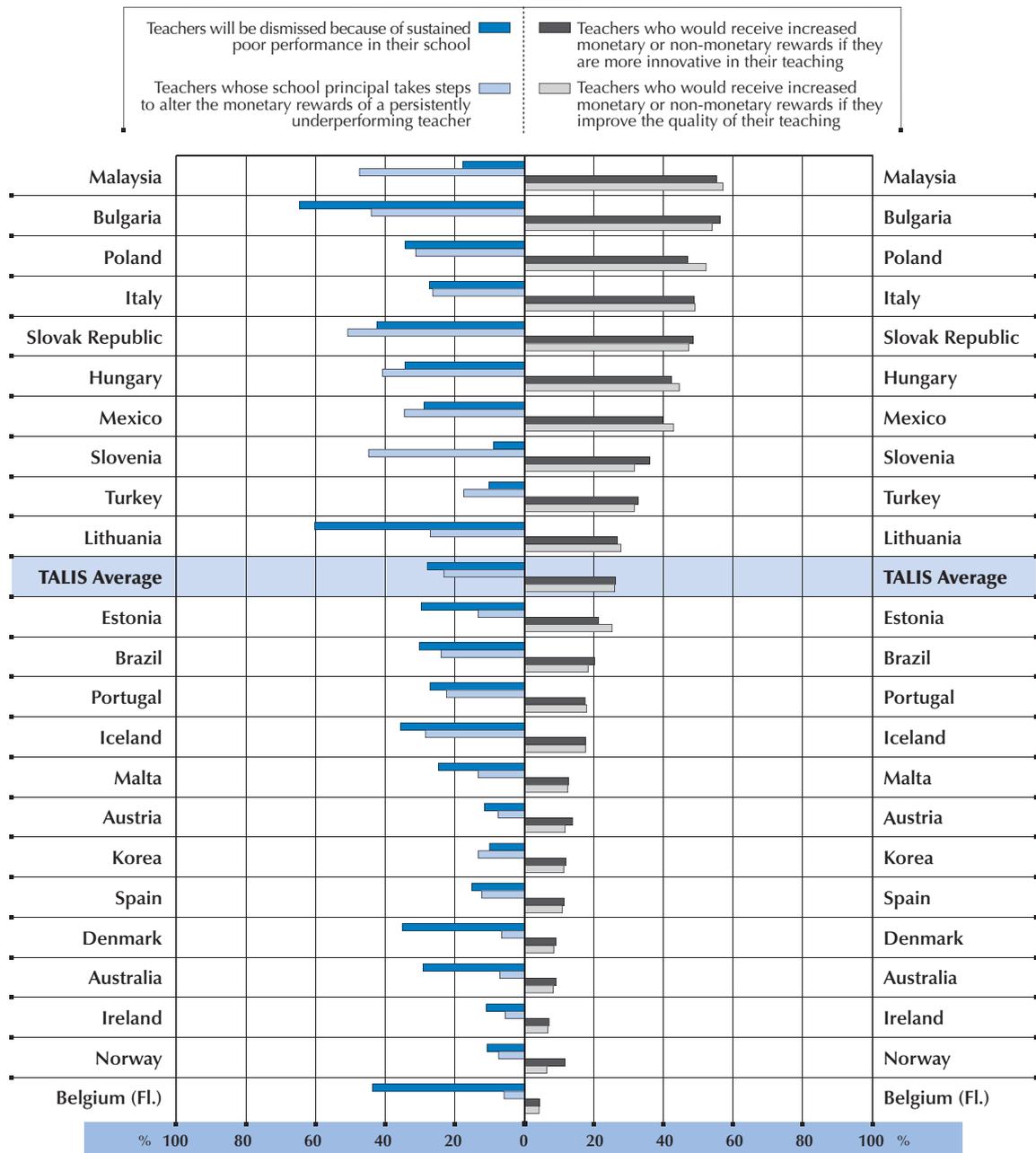
Just fewer than three-quarters of teachers reported working in schools that do not reward (in either monetary or non-monetary terms) the most effective teachers (Table 5.9). Such a result may not be unexpected for purely monetary returns. However, recognition other than financial rewards is an important aspect of the TALIS analysis and is covered in the questionnaires completed by teachers and school principals. The lack of this broader recognition shows that teachers' workplaces offer little incentive for more effective teaching. This was the situation for the great majority of teachers in a number of countries and for over 90% in Australia, Belgium (Fl.), Ireland and Spain. This finding is reinforced by the fact that a similar proportion of teachers report that they would receive no monetary or non-monetary reward if they improve the quality of their teaching or are more innovative in their teaching.⁵ This again points to the lack of incentives for teachers and may affect schools' culture and work practices. This is particularly important given that efforts to improve schools rely on improving the quality of teaching. These figures indicate that efforts to treat schools as learning organisations which continually refine their teaching methods to improve student learning have not been successful in providing commensurate recognition or incentives for teachers.

Given the lack of recognition for teachers and their work, it is important to consider their beliefs about colleagues who are under performing within schools. If teachers who are more effective or more innovative are not recognised, what is the situation for teachers who underperform? Over three-quarters of teachers in TALIS countries reported that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher (Table 5.9). This is not surprising in light of the lack of a link between appraisal and feedback and monetary outcomes in most countries and the reports of school principals discussed previously. Moreover, not all education systems grant school principals the authority to make such changes. Across TALIS countries, just over one-quarter of teachers agreed that in their school teachers would be dismissed for sustained poor performance. In most countries teachers reported that sustained poor performance would not lead to dismissal. This was particularly true in Austria (89% strongly disagreed or disagreed), Ireland (89%), Korea (90%), Norway (89%), Slovenia (91%), Spain (85%) and Turkey (89%) (Figure 5.7). However, in some countries a substantial proportion of teachers agreed or strongly agreed with the statement that their school principal does take steps to alter the monetary rewards of a persistently underperforming teacher, particularly in Bulgaria (44%), Hungary (41%), Malaysia (47%), Mexico (35%), Poland (31%), the Slovak Republic (51%) and Slovenia (45%) (Table 5.9).

Given the lack of action against underperforming teachers, it is important that most teachers across TALIS countries thought that in their school sustained or persistent underperformance would not be tolerated by the rest of the staff. However, over one-third thought that poor performance would be tolerated, and in Australia, Austria, Denmark, Ireland, Korea, Malaysia, Malta and Norway over 40% of teachers agreed or strongly agreed that this was the situation. It is clear therefore that a lack of recognition for effectiveness is linked in many schools to an inability or unwillingness to take action for underperforming teachers.

Figure 5.7

Perception of teachers of appraisal and feedback and its impact in their school (2007-08)



Percentage of teachers of lower secondary education who agree or strongly agree with these statements about aspects of appraisal and/or feedback in their school.

Countries are ranked in descending order of the percentage of teachers reporting they would receive increased monetary or non-monetary rewards for improving the quality of their teaching.

Source: OECD, Table 5.9.

StatLink <http://dx.doi.org/10.1787/607856444110>

A key question regarding underperformance is how it is measured and how information is obtained to determine a teacher's level of performance. It is difficult to take steps when decision makers cannot obtain or properly measure information about performance. It is therefore important that across TALIS countries 55% of teachers agree that their school principal has effective methods to determine whether teachers perform well or badly. This is an important finding given the difficulty of determining teachers' performance. However, more than 60% of teachers disagreed with this statement in Denmark, Iceland, Ireland, Korea, Norway and Spain (Table 5.9).

Forty-four per cent of teachers agreed with the statement that teachers' work is reviewed merely to fulfil an administrative requirement. This is a finding that could be used to support the claim that appraisal and feedback had a positive impact upon many teachers, but it also shows that for many teachers this is mainly an administrative exercise. Just fewer than half of teachers reported that the review of teachers' work has little impact on how teachers act in the classroom. However, 60% of teachers reported that a development or training plan is used in their schools to improve their work as a teacher. This is a positive sign if such plans have a positive effect. However, in Austria and Korea over two-thirds of teachers disagreed that this occurred (Table 5.9).

LINKS ACROSS THE FRAMEWORK FOR EVALUATING EDUCATION IN SCHOOLS

The framework for evaluating education in schools involves the evaluation and appraisal of actors and institutions within the school education system. To maintain standards and improve performance, evaluations must assess performance in the areas of the system considered most important. It may include assessments of inputs, processes and outcomes. To affect school performance, the evaluations carried out under this framework must affect, either directly or indirectly, the actors who most influence performance. In school education, these actors are school principals and teachers.

To achieve the greatest impact, the focus of school evaluation should either be linked to or have an effect on the focus of teacher appraisal and feedback. The factors considered important for evaluating the performance of schools should be the same as those for evaluating the actors who most influence that performance. Thus, teacher appraisal and feedback should have the same, or similar, focus as school evaluation. For example, if an objective of school education is to raise student's retention and pass rates, school performance should be evaluated on these outcomes and on the input and process measures linked to student retention. In turn, teachers' appraisal and feedback should also focus on these measures. If teachers are appraised on the basis of measures distinct from or even orthogonal to those on which schools are evaluated, the incentives of key actors are misaligned. This can create a mismatch of incentives and objectives that can lead teachers to pursue objectives contrary to those of the school.

A key assumption here is that both the system of school evaluation and teacher appraisal and feedback have as their objective to maintain standards and improve performance. If not, these links need not exist. Benefits from the synergies between school evaluation and teacher appraisal and feedback are of prime importance if, however, the objective of such systems is to improve school performance. For policy makers and administrators, such synergies are of particular importance if the system of school evaluation is more policy malleable than the system of teacher appraisal and feedback. This may be the case if teacher appraisal and feedback is more commonly administered at the school level and school evaluations are more commonly centrally administered or if the criteria of such evaluations are set centrally. TALIS data show that most teacher appraisal and feedback is conducted within the school either by the school principal or teachers' colleagues but that school evaluations are frequently conducted by an external institution (Tables 5.1 and 5.3). Data collected from national Governments shows that over half of OECD countries have requirements concerning school self-evaluation which indicate some centrally administered control over the process (OECD, 2008a).

Box 5.1 Path analysis methodology

To better understand the relationships between several sets of teacher and school principal variables, a number of path analysis models were fitted to the TALIS data. In particular, the investigation covered the nature of the relationship between the importance of certain elements to school evaluation and teacher appraisal and feedback; the changes in teaching resulting from the appraisal and feedback regarding these elements; and how all of these variables related to changes in professional development needs. It was hypothesised that the more important selected aspects were to school evaluations, the more important they would be to teacher appraisal and feedback. Subsequently, it was reasoned that an increased importance of the select elements in school evaluations and teacher appraisal and feedback would be associated with changes in teaching practices and might also be reflected in teachers' professional development needs.

Variables

The variables chosen for analysis were taken from the teacher and school principal questionnaires and are listed below. To fit the models to the TALIS data, the response option "I don't know" was excluded. This exclusion added to the overall missing rate. It should also be noted that only teachers who received appraisal and feedback were included in the path models. This should be considered when interpreting the results of the analysis.

Topic	Importance to school evaluation	Importance to teacher appraisal and feedback	Changes in teaching due to appraisal and feedback	Professional development needs
Teaching students with special learning needs	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire
Teaching in a multicultural setting	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire
Teachers' classroom management	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire
Student discipline and behaviour	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire
Teachers' knowledge and understanding of main subject	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire
Teachers' knowledge and understanding of instructional practices in main subject field	School principal questionnaire	Teacher questionnaire	Teacher questionnaire	Teacher questionnaire

Models

The path analyses, estimated in Mplus, adhered to the cross-cultural equivalence and scaling undertaken and detailed in Chapter 4. In addition, CFI, RMSEA, and SRMR were used as fit statistics. All dependent variables were treated as multivariate normal in these models as the skewness and kurtosis generally did not exceed acceptable limits (Bollen, 1989; Schumacker and Lomax, 2004). The models' fit to the data, including the hypothesised direction of the relations, are presented in Figures 5.6 - 5.11. The numbers on the figures represent the magnitude of the correlations between the variables. For each aspect analysed, an international model was fit to the data. In general, all of the international models exhibited a good fit with the exception of the path model for teaching in a multicultural setting, which had marginally good fit (CFI = 0.91; RMSEA = 0.06; SRMR = 0.05).

Path analysis was undertaken to examine the links between the criteria for school evaluation and the criteria for teacher appraisal and feedback and their impact on teachers' work. Links to teachers' professional development needs were also examined. They showed that in some systems appraisal and feedback and its impacts are linked to teachers' professional development needs. In these instances, aspects of teachers' work identified as important in their appraisal and feedback are more likely to be areas in which teachers consider that they have professional development needs.

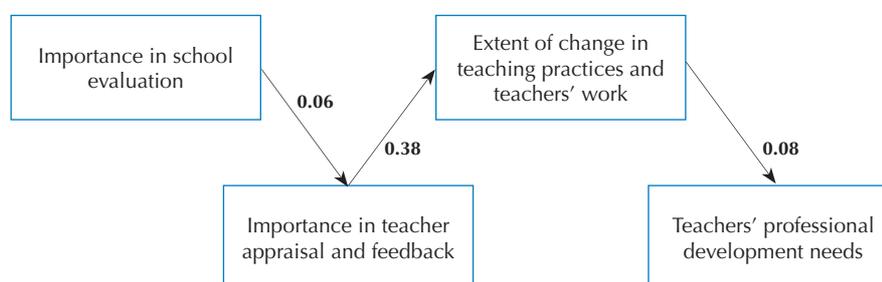
Path analysis measures the relationships between particular variables. It was conducted on the relationships between the importance of various criteria in school evaluations; the importance of those criteria in teacher appraisal and feedback; the extent to which appraisal and feedback led to changes in teachers' work and practices in these areas; and, teachers' professional development needs in these areas. Six areas were chosen for the analysis: teaching students with special learning needs; teaching in a multicultural setting; teachers' classroom management; teachers' knowledge and understanding of instructional practices in their main subject fields; teachers' handling of student discipline and behaviour problems; and, teachers' knowledge and understanding of their main subject field. Box 5.1 provides some technical details on the path analysis undertaken. The results are presented in Figure 5.8 to Figure 5.13 (the numbers in the figures represent the magnitude of the correlation between the variables). Results for each country are presented in Table 5.10 (available on line).

The six path models shown in Figures 5.8 to 5.13 highlight links between school evaluation, teacher appraisal and feedback, and the reported impacts and links to teachers' professional development needs. These links differ across education systems and also in intensity between each of the six areas. The correlations in the path analyses presented in the below Figures represent those for the international models that include all TALIS countries. All of the correlations were statistically significant for the international models. However, in the path analyses modelled for each TALIS country, not all correlations were statistically significant (see Table 5.10 available on line).

Teaching students with special learning needs and teaching in a multicultural setting are two aspects of teaching that are highlighted in the TALIS analyses. First, teachers have significant professional development needs in these areas relative to other aspects of teaching (see Chapter 3). Second, both of these aspects are considered of relatively low importance both in school evaluations and in teacher appraisal and feedback.

Figure 5.8

Path analysis for teaching students with special learning needs



Source: OECD, *TALIS Database*.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Figure 5.9

Path analysis for teaching in a multicultural setting

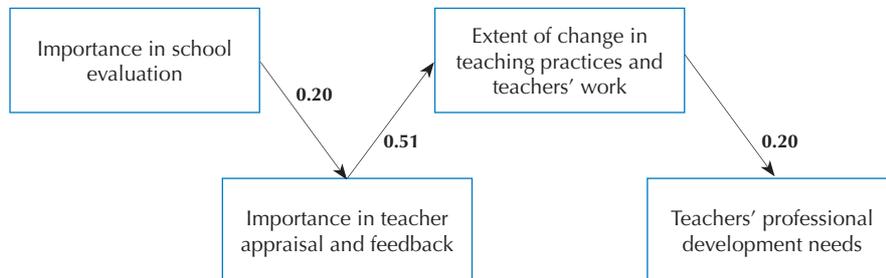
Source: OECD, *TALIS Database*.StatLink  <http://dx.doi.org/10.1787/607856444110>

Figure 5.10

Path analysis for teachers' classroom management

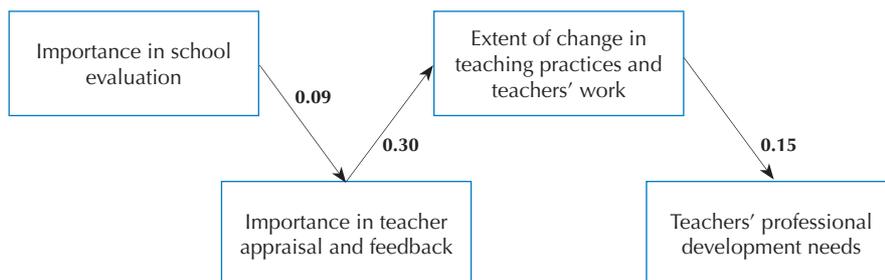
Source: OECD, *TALIS Database*.StatLink  <http://dx.doi.org/10.1787/607856444110>

Figure 5.11

Path analysis for teachers' handling of student discipline and behaviour problems

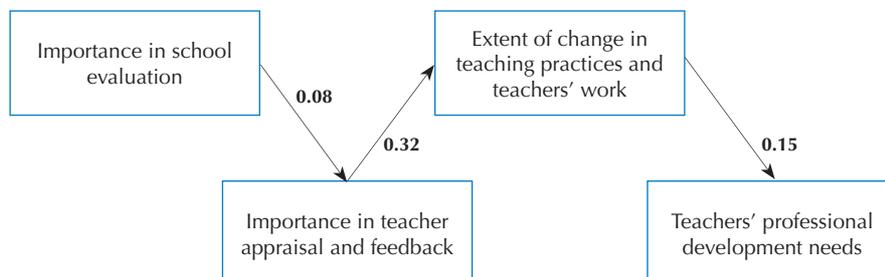
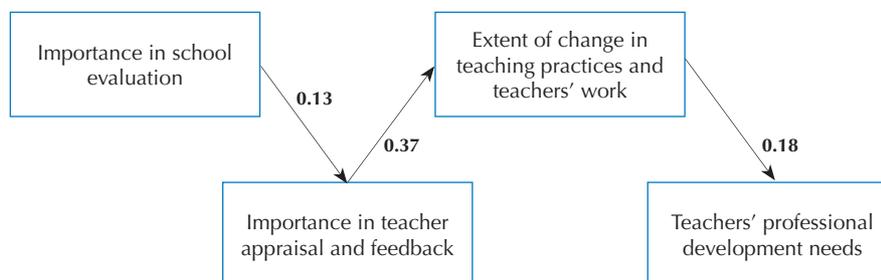
Source: OECD, *TALIS Database*.StatLink  <http://dx.doi.org/10.1787/607856444110>

Figure 5.12

Path analysis for teachers' knowledge and understanding of main subject field

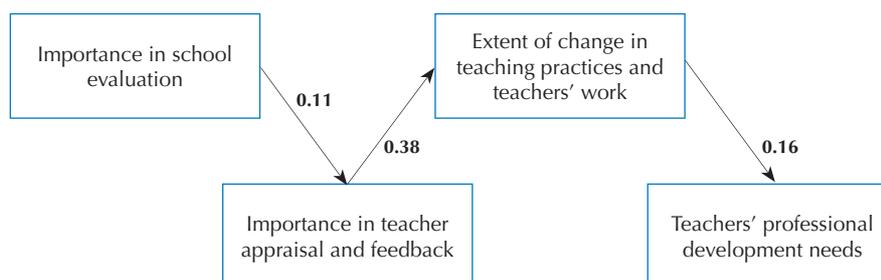


Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Figure 5.13

Path analysis for teachers' knowledge and understanding of instructional practices in their main subject field



Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Given this mismatch between teachers' development needs and the framework for evaluating education in schools, it is important to understand the links that might facilitate policy development in these areas. As Figures 5.8 and 5.9 indicate, the greater the emphasis placed on these areas in school evaluations the greater the emphasis placed on them in teacher appraisal and feedback. When greater emphasis is placed on teaching students with special learning needs in school evaluations, greater emphasis is placed upon this in teacher appraisal and feedback in Austria, Bulgaria, Denmark, Hungary, Lithuania, Norway, Poland, Portugal, the Slovak Republic and Spain (see Table 5.10 available on line). The size of this relationship is particularly large in Austria, Lithuania and the Slovak Republic. For teaching in a multicultural setting the relationship between the importance in school evaluation and in teacher appraisal and feedback is larger and significant in 14 TALIS countries, and is larger in Belgium (Fl.), Bulgaria, Denmark and Norway.

The link between the importance of these aspects in teacher appraisal and feedback and the extent to which it led to changes in teachers' practices is significant for every TALIS country. The greater the importance accorded to these aspects of teaching in teachers' appraisal and feedback, the greater the change in their teaching practices. The effect is larger for teaching in a multicultural setting, but is still significant and quantitatively

important for teaching students with special learning needs. In fact, the relationships for both of these aspects of teaching are statistically significant and quantitatively important in each TALIS country. In most TALIS countries, changes in these aspects of teaching are significantly correlated with greater professional development needs in these areas. Teachers who are changing their practices consider that they have further development needs. For teaching students with special learning needs this is statistically significant and quantitatively important in all countries except Brazil, Ireland, Malta, Mexico, Spain and Turkey. For teaching in a multicultural setting, this is statistically significant and quantitatively important for all countries except Malta and Turkey. Except for these countries, changes in teaching practices following teachers' appraisal and feedback do not appear sufficient to overcome the need for further professional development in these areas. This indicates that teachers respond positively to appraisal and feedback but cannot access the required professional development to meet their needs. This may be due to a lack of professional development overall or what is available may not be targeted to meet teachers' needs and expectations.

In general, the same relationship holds with regard to teachers' classroom management practices. In every country except Malta, the more important classroom management is to teacher appraisal, the more teachers change their classroom management practices following appraisal. In every country except Brazil and Italy, changes in classroom management significantly predict increased professional development needs in this area. However, except in Estonia, Italy and Norway, there is no significant link between the importance of teachers' classroom management practices in school evaluations and its importance in teacher appraisal and feedback. The scenario is similar for teachers' handling of student discipline and behaviour problems. Again, except in Estonia, Poland, Spain and Turkey there is no significant link between the importance of this aspect of teaching in school evaluations and in teacher appraisal and feedback. However, in all TALIS countries except Malta, the greater the importance of this aspect of teaching in teacher appraisal and feedback, the greater the change in teaching practices. In all TALIS countries except Brazil, greater changes in teachers' handling of student discipline and behaviour problems are significantly correlated with greater need for professional development in this area.

More changes take place in teachers' knowledge and understanding of their main subject fields and in their instructional practices when greater emphasis is placed on these areas in teacher appraisal and feedback. These relationships are statistically significant in all TALIS countries. In addition the greater the changes made following appraisal and feedback the greater the professional development needs. With respect to teachers' knowledge and understanding of their main subject field, this relationship is statistically significant and quantitatively important for all TALIS countries except Turkey. The relationship between the importance accorded to these aspects of teachers' work in school evaluations and in teacher appraisal and feedback is less strong. It is statistically significant with respect to teachers' knowledge and understanding of their main subject field only in Lithuania and Spain, and statistically significant with respect to teachers' knowledge and understanding of instructional practices in their main subject field only in Austria, Estonia, Hungary and Korea.

Path analysis identifies the strength of the links between school evaluation, teacher appraisal and feedback, its impact, and teachers' professional development needs for each of the six aspects of teaching identified above. A clear finding is that the greater the importance given to an area of teaching in teacher appraisal and feedback, the greater the impact on teaching. While the overall level of change reported by teachers following their appraisal and feedback is not necessarily substantial, this may be due to the relatively weak or imprecise appraisal and feedback that many teachers may have received. Given the positive relationship between the importance given to aspects of teachers' work in their appraisal and feedback and the changes resulting from this appraisal and feedback, the positive benefits of teacher appraisal and feedback become clearer. Not only are appraisal and feedback linked to greater job satisfaction and teachers' beliefs regarding their overall development, but the stronger the emphasis on particular aspects of teachers' appraisal and feedback, the greater the reported influence on teachers' work within schools.

This has important policy implications for targeting specific aspects of school education. If a particular aspect needs to be improved, the framework of evaluation can be modified to emphasise this aspect. Given the links between school evaluations, teacher appraisal and feedback, and changes in teaching practices discussed here, a policy lever exists to address aspects of school education that may not be sufficiently targeted under general education policies.

CONCLUSIONS AND IMPLICATIONS FOR POLICY AND PRACTICE

The findings discussed in this Chapter have multiple implications, for teaching, for schools and for the structure of teachers' careers. They include the following:

Teacher appraisal and feedback has a positive impact on teachers

Key results:

Teachers generally report that:

- Appraisal and feedback are fair and useful to their development as teachers.
- Appraisal and feedback increases their job satisfaction and to a lesser degree their job security.

Discussion

For policy makers, administrators, school principals and teachers, these findings highlight a dual benefit of appraisal and feedback, both to teachers personally and to the development of their teaching.

Positive impacts on job satisfaction and, to a lesser extent, job security are important, given that the introduction of systems of teacher appraisal can be met with criticism and potential negative reactions, especially where it is linked to accountability (Table 5.7a). The TALIS findings not only allay fears of teachers that such systems will be damaging, but show that in practice teachers find their outcomes to be positive.

Moreover, teacher reports that appraisal and feedback has contributed to their development as teachers suggest that such systems contribute to school improvement (Table 5.7). Numerous initiatives developed by policy makers aiming to lift school improvement have had teacher development at the core (OECD, 2005). Strengthening the system of teacher appraisal and feedback can, according to teachers' reports of their impact, develop teaching skills within schools.

These findings are of greater importance if it is considered that the system of appraisal and feedback in schools could be strengthened, in a number of ways. Greater emphasis upon the framework for evaluating education in schools could strengthen links between school evaluations and teacher appraisal and feedback. The results of appraisal could be used more directly to plan professional development of individual teachers. And policy measures to emphasise teacher appraisal and feedback in the career structure of teachers may better instil the benefits of appraisal and feedback within schools. Closer links with career progression could have the added benefit of addressing what teachers report as a severe lack of recognition for their development, and a problem with teachers' rewards not being properly linked to their effectiveness.

School evaluation and teacher appraisal and feedback are relatively rare in a number of education systems, and do not always have consequences for teachers

Key results

- One in five teachers work in a school that had not conducted a self-evaluation in the last five years, and just under one in three in a school that has not had an external evaluation (Table 5.1).

- Thirteen per cent of teachers have received no appraisal and feedback upon their work as teachers. In Ireland and Portugal it is over one in four, and in Italy and Spain it is around one half (Table 5.3).
- Teachers' remuneration is linked to school evaluations for only one-quarter of teachers and to teacher appraisal and feedback to fewer than one in ten. Fewer than 4 in 10 teachers work in schools where school evaluations are linked to the school budget (Table 5.5).
- For only one in six teachers is appraisal and feedback linked to their career advancement and to fewer than one in four to professional development (Tables 5.2 and 5.5).
- Nearly half of teachers think that their school principals do not use effective methods to determine teacher performance within their school (Table 5.9).

Discussion

These results show that opportunities for strengthening school evaluation and teacher appraisal and feedback are particularly great in some countries, while across countries there are opportunities for strengthening the evaluative framework of school education.

Increased frequency of evaluations and of teacher appraisal and feedback could be facilitated and encouraged within schools or regulations put in place to ensure they occur. The focus of the evaluative framework could be improved to better identify education objectives and particular policies and programmes that can be highlighted in school evaluations and teacher appraisal and feedback. In most education systems, there is not a clear focus on specific aspects of school education or teaching in these activities. Rather, the emphasis was relatively evenly spread over virtually all of the 17 criteria included in the TALIS analysis, the exceptions to this being teaching students with special learning needs and teaching in a multicultural setting (Table 5.4).

Strengthening linkages with rewards and career progression would address the fact that most teachers feel that effective and innovative teaching are not being recognised. Three quarters of teachers across TALIS countries reported that the most effective teachers in their school do not receive the greatest monetary or non-monetary rewards. As a consequence, they believe that they would not themselves gain such rewards were they to improve their teaching. They report a lack of any links between their personal development, their effectiveness, and the recognition they receive (Table 5.9).

Linking recognition and rewards to teacher effectiveness is not just a matter of carrying out appraisals but also of school leaders adopting effective methods of identifying good performance. In some cases where there are no methods to identify good performance, this is because there is little or no appraisal and feedback, but in others, it is a matter of finding ways of using the information gained. The fact that nearly four times as many teachers say that their principal does not identify effective teaching as say that they have not recently been appraised is an indicator of the need for follow through (Table 5.3 and Table 5.9).

Teachers reported that they would receive little, if any, recognition for improving their teaching, as teacher effectiveness is not linked to the recognition and rewards they receive

Key results

- Three-quarters of teachers report that they would receive no recognition for improving the quality of their teaching (Table 5.9).
- Three-quarters of teachers report that they would receive no recognition for being more innovative in their teaching (Table 5.9).

- Three-quarters of teachers report that the most effective teachers in their school do not receive the greatest monetary and non-monetary rewards (Table 5.9).
- Only just over one-quarter of teachers report that in their school, teachers will be dismissed because of sustained poor performance (Table 5.9).

Strengthening the evaluative framework requires linkages between school evaluation and teacher appraisal and feedback on the one hand and teachers' rewards and recognition on the other. In particular, there are substantial opportunities for strengthening – in many cases actually creating – links between teacher appraisal and feedback and the rewards and recognition teachers receive. These links are relatively weak, as reflected in teachers' reports of the lack of incentives in their careers and the lack of rewards and recognition for teacher effectiveness.

Teachers currently have few incentives, in terms of recognition and rewards, to improve their teaching. Yet, teachers' effectiveness is central to efforts to improve schools and raise student performance. In addition, school improvement efforts are increasingly viewed in the context of schools as learning organisations in which teaching practices are adapted and improved to better meet student needs and improve the education they receive (O'Day, 2002; Senge, 2000). However, teachers report that they have no incentives to participate actively in such efforts. Three-quarters of teachers report that they would receive no recognition for increasing the quality of their teaching or becoming more innovative in their teaching (Table 5.9).

Most teachers are faced with a career lacking these incentives which flows through schools so that teachers see colleagues whom they consider to be relatively ineffective receive greater recognition than their more effective colleagues. Three-quarters of teachers across TALIS countries report that the most effective teachers in their school do not receive the greatest monetary and non-monetary rewards (Table 5.9). Further evidence of the lack of sufficient links between the evaluation framework and teachers' recognition is the fact that over three-quarters of teachers report that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher. This inaction is magnified in career structures that reward experience over effectiveness and in such cases further reward persistently underperforming teachers.

A system that better links teacher appraisal and feedback to teachers' rewards and the recognition they receive should help overcome these problems. A lack of incentives that recognise effectiveness coupled with the rewarding of ineffectual teachers shows that the framework of evaluation and of teacher appraisal and feedback is not effective. It is either not properly assessing teachers' work or effectiveness or it does not link the system of rewards to teachers' effectiveness. Evidence from TALIS indicates that both should be of concern for policy makers.

School evaluations can be structured so that they and teacher appraisal and feedback lead to developments in particular aspects of school education

Key results

- Teachers report that the greater the emphasis placed on a specific aspect of their teaching in their appraisal and feedback, the greater the resultant changes in that aspect of their teaching (Figure 5.8 – Figure 5.13).
- In some instances the greater the emphasis placed on aspects of a school's evaluation, the greater the focus on that aspect in the appraisal and feedback received by teachers (Figure 5.8 – Figure 5.13).

Discussion

The school evaluative framework is often policy malleable so that not only can the strength of the evaluative framework be altered but also its focus. The criteria by which schools are evaluated and teachers are appraised and receive feedback should be aligned with the objectives of the system of school education. These objectives may relate to aspects of student performance, teacher development, specific teaching practices, the maintenance of specific standards and procedures, and a variety of aspects of the work of teachers and school principals.

Aligning criteria for school evaluation with those for teacher appraisal and feedback would emphasise the importance of policy objectives at the school level and could give teachers and school principals an incentive to meet such objectives.

Teachers have reported that the greater the emphasis placed on a specific aspect of their teaching in the appraisal and feedback they receive, the greater the subsequent changes in their teaching. In addition, in some instances the greater the emphasis placed on aspects of a school's evaluation, the stronger the focus in teachers' appraisal and feedback (Figure 5.8 – Figure 5.13). The link between elements of the evaluation framework facilitates policy makers' efforts to shape the framework to influence teachers' work. For example, setting a particular focus on an area of teaching or student outcomes and emphasising the impact that this can have on schools can lead to greater emphasis on this area in teacher appraisal and feedback which, in turn, increases the changes in teachers' work and teaching practices. The availability of this policy lever emphasises the importance of appraisal and feedback to administrators, school principals and teachers.

In what ways might such influence be wielded? Teaching students with special learning needs and teaching in a multicultural setting were given relatively low importance in school evaluations and teacher appraisal and feedback (Table 5.1a and Table 5.4). If these are considered priority areas, then there are opportunities for increasing their focus in the evaluative framework, particularly as teachers report they have unmet developmental needs in these areas.

A growing focus in a number of countries has been the methods and policy initiatives implemented to address disparities in education outcomes between schools and specific groups of students (OECD, 2007). This has often emphasised disparities between specific migrant groups and students with specific learning requirements (OECD 2008b). In this context, it is important for policy makers that teachers reported the greatest need for professional development in the area of teaching students with special learning needs (Table 3.4). This has been discussed in Chapter 3, and greater emphasis on special needs in the evaluative framework for school education could help address the shortfalls identified in that chapter. At the same time, teachers who teach linguistically diverse classrooms and have professional development needs for teaching in a multicultural setting may also benefit from more evaluation and feedback in these areas than they now receive.

ADDITIONAL MATERIAL

The following additional material relevant to this chapter is available on line at:

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.10 Path analysis: Country results (2007-08)

NOTES

1. Given the time constraints for developing a workable questionnaire that was not overly burdensome for respondents, school principals were asked only once for information on the criteria and impact of school evaluations. Therefore, this information does not, in the main, distinguish between school self-evaluations compared to external evaluations.
2. This issue is explored in further detail and with a different methodology in the forthcoming OECD report, *Teacher Education for Diversity*.
3. It is important to note that this figure only includes school principals who reported having a school evaluation at some time in the previous five years. It does not include the 14% who reported no school evaluation over the previous five years. For example, in Austria, Ireland, Italy and Portugal a large proportion of schools did not conduct or participate in such evaluations (see Table 5.1).
4. While external school evaluations are relatively uncommon in Italy, the Italian Ministry of Education has made it compulsory for schools that want to receive additional resources from the EU structural funds to participate in the “School Service Evaluation” survey, co-ordinated by the National Institute of Evaluation, which collects data on many aspects of schools.
5. It should be noted that TALIS did not seek to define innovative or effective teaching for respondents. Therefore, teachers’ reports in these areas represent their opinions of what is and is not innovative and effective teaching and teachers.

Table 5.1

Frequency and type of school evaluations (2007-08)

Percentage of teachers of lower secondary education working in schools where school evaluations were conducted with the following frequency over the last five years

	Frequency of school self-evaluations over the last five years									
	Never		Once		2-4 times		Once per year		More than once per year	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	6.8	(2.87)	25.3	(3.89)	14.1	(3.17)	50.0	(4.16)	3.7	(1.73)
Austria	41.7	(3.59)	28.2	(2.94)	17.7	(2.91)	11.3	(2.11)	1.1	(0.63)
Belgium (Fl.)	22.0	(3.91)	33.4	(4.04)	30.9	(4.93)	12.9	(2.59)	0.7	(0.71)
Brazil	24.4	(2.61)	10.2	(1.67)	16.5	(2.23)	33.2	(2.29)	15.7	(2.70)
Bulgaria	22.0	(3.65)	12.6	(3.16)	11.4	(3.30)	34.5	(6.15)	19.5	(3.98)
Denmark	32.4	(4.12)	15.1	(4.01)	19.8	(3.92)	25.4	(3.84)	7.3	(2.60)
Estonia	23.9	(3.50)	26.7	(3.50)	19.5	(3.41)	28.4	(3.62)	1.6	(1.13)
Hungary	4.7	(1.92)	11.7	(2.46)	23.1	(3.22)	41.2	(6.51)	19.3	(6.36)
Iceland	11.3	(0.14)	30.9	(0.15)	26.3	(0.17)	28.9	(0.12)	2.6	(0.12)
Ireland	56.5	(5.06)	25.2	(4.52)	7.6	(2.52)	8.2	(2.87)	2.5	(1.73)
Italy	21.2	(2.84)	10.2	(1.81)	19.7	(2.63)	43.9	(3.20)	5.1	(1.50)
Korea	6.5	(2.26)	10.9	(2.70)	26.7	(3.41)	26.8	(3.80)	29.2	(3.32)
Lithuania	3.7	(1.40)	7.9	(2.03)	9.4	(2.53)	67.8	(3.54)	11.2	(2.42)
Malaysia	2.1	(0.98)	2.2	(0.96)	19.9	(2.70)	50.7	(3.36)	25.1	(3.08)
Malta	10.1	(0.13)	10.2	(0.09)	30.5	(0.15)	48.6	(0.20)	0.6	(0.00)
Mexico	20.4	(4.00)	9.5	(2.47)	17.1	(2.86)	32.4	(3.93)	20.6	(3.55)
Norway	25.5	(4.08)	14.3	(3.35)	18.7	(3.32)	33.5	(4.13)	7.9	(2.36)
Poland	10.4	(2.56)	13.8	(2.95)	24.2	(3.92)	34.2	(3.80)	17.5	(2.97)
Portugal	47.9	(3.97)	19.3	(3.56)	13.3	(2.95)	13.0	(3.10)	6.4	(2.14)
Slovak Republic	1.6	(0.79)	5.4	(2.00)	8.3	(2.36)	70.5	(3.34)	14.3	(2.88)
Slovenia	19.9	(2.97)	15.9	(2.91)	12.1	(2.59)	45.2	(3.84)	6.9	(1.86)
Spain	31.1	(3.31)	18.1	(2.74)	13.7	(2.39)	32.4	(3.72)	4.7	(1.80)
Turkey	18.0	(4.43)	16.5	(4.73)	20.9	(3.74)	30.7	(4.58)	13.9	(2.90)
TALIS average	20.2	(0.65)	16.2	(0.62)	18.3	(0.63)	34.9	(0.78)	10.3	(0.55)

	Frequency of external evaluations over the last five years								No evaluation from any source over the last five years			
	Never		Once		2-4 times		Once per year			More than once per year		
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)		%	(S.E.)	
Australia	21.2	(3.43)	36.2	(4.06)	29.7	(4.03)	10.7	(2.28)	2.2	(1.31)	5.0	(2.30)
Austria	58.3	(3.37)	22.9	(3.09)	9.0	(1.89)	6.4	(1.78)	3.4	(1.22)	35.2	(3.49)
Belgium (Fl.)	10.4	(2.82)	54.6	(4.38)	32.7	(3.71)	1.9	(0.96)	0.4	(0.41)	5.8	(2.19)
Brazil	24.3	(2.64)	14.2	(2.56)	21.3	(2.59)	24.9	(2.99)	15.3	(2.50)	18.9	(2.42)
Bulgaria	29.4	(4.50)	30.4	(3.86)	15.9	(3.49)	14.0	(3.17)	10.4	(5.71)	18.8	(3.43)
Denmark	53.0	(4.31)	22.4	(4.36)	10.9	(2.97)	11.5	(2.83)	2.2	(1.62)	25.4	(4.03)
Estonia	27.5	(3.94)	47.8	(4.22)	18.4	(3.43)	4.4	(1.72)	1.8	(0.84)	11.8	(2.76)
Hungary	12.4	(2.47)	20.9	(2.81)	38.2	(6.36)	23.2	(6.93)	5.2	(1.47)	1.2	(0.67)
Iceland	18.0	(0.11)	56.3	(0.20)	22.5	(0.18)	0.7	(0.00)	2.5	(0.08)	5.0	(0.09)
Ireland	56.9	(5.16)	36.5	(5.05)	5.2	(2.11)	1.4	(1.41)	0.0	(0.00)	39.1	(4.91)
Italy	60.7	(3.15)	11.3	(2.16)	14.6	(2.37)	12.3	(2.29)	1.1	(0.66)	19.8	(2.76)
Korea	3.0	(1.53)	26.3	(3.65)	41.0	(4.22)	10.6	(2.27)	19.1	(3.20)	0.9	(0.88)
Lithuania	37.1	(3.50)	25.1	(3.06)	20.6	(3.12)	8.4	(1.66)	8.9	(2.59)	3.4	(1.35)
Malaysia	7.8	(2.00)	11.4	(2.27)	25.3	(3.12)	22.9	(3.17)	32.7	(3.51)	2.1	(0.98)
Malta	53.9	(0.24)	38.8	(0.25)	6.3	(0.08)	1.0	(0.00)	0.0	(0.00)	7.4	(0.13)
Mexico	21.1	(4.05)	11.0	(2.54)	20.0	(3.41)	20.0	(3.20)	27.9	(4.09)	17.1	(3.82)
Norway	35.6	(4.44)	34.9	(4.49)	21.2	(3.78)	5.9	(2.17)	2.5	(1.44)	17.2	(3.64)
Poland	13.6	(3.07)	51.5	(4.14)	20.1	(3.53)	12.8	(2.83)	1.9	(1.33)	6.5	(2.39)
Portugal	49.1	(4.34)	29.9	(4.10)	18.2	(3.11)	2.1	(1.18)	0.6	(0.65)	32.8	(3.32)
Slovak Republic	18.1	(3.73)	56.0	(4.28)	15.7	(3.53)	6.8	(1.78)	3.3	(1.45)	1.6	(0.79)
Slovenia	40.1	(3.89)	34.2	(3.78)	16.0	(2.95)	7.8	(2.20)	1.9	(1.11)	15.5	(2.81)
Spain	38.5	(3.67)	27.2	(3.79)	19.7	(3.27)	13.8	(2.90)	0.8	(0.76)	24.5	(3.14)
Turkey	8.5	(3.53)	8.0	(3.82)	28.5	(3.88)	37.6	(5.16)	17.4	(4.50)	1.8	(1.07)
TALIS average	30.4	(0.72)	30.8	(0.74)	20.5	(0.70)	11.4	(0.58)	7.0	(0.48)	13.8	(0.56)

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.1a (1/2)

Criteria of school evaluations (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that the following criteria were considered with high or moderate importance in school self-evaluations or external evaluations

	Student test scores		Retention and pass rates of students		Other student learning outcomes		Student feedback on the teaching they receive		Feedback from parents		How well teachers work with the principal and their colleagues	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	86.9	(3.12)	81.9	(3.62)	94.8	(2.14)	69.0	(4.13)	88.3	(2.92)	79.5	(4.02)
Austria	57.7	(5.01)	33.3	(4.40)	60.7	(4.24)	81.2	(3.01)	83.4	(2.88)	76.3	(3.65)
Belgium (Fl.)	85.6	(3.03)	93.8	(1.82)	80.4	(3.40)	72.4	(3.97)	71.5	(4.51)	92.3	(2.48)
Brazil	85.7	(2.67)	93.7	(1.70)	90.1	(2.58)	88.0	(2.56)	83.9	(2.87)	95.5	(0.91)
Bulgaria	82.8	(3.25)	64.2	(4.78)	74.3	(7.50)	60.3	(4.74)	45.2	(5.76)	78.0	(4.05)
Denmark	55.8	(5.77)	68.4	(4.59)	78.7	(5.31)	69.6	(3.94)	58.5	(5.58)	65.6	(6.07)
Estonia	86.2	(2.94)	91.9	(2.40)	80.3	(3.58)	80.7	(2.78)	73.7	(4.12)	83.0	(3.27)
Hungary	69.7	(4.26)	73.1	(3.82)	78.3	(3.10)	68.3	(3.88)	83.5	(3.15)	79.9	(3.21)
Iceland	60.5	(0.20)	51.7	(0.23)	68.5	(0.15)	60.2	(0.19)	88.8	(0.12)	87.0	(0.18)
Ireland	80.5	(4.91)	84.2	(4.67)	80.9	(5.07)	55.8	(6.80)	76.1	(5.77)	82.3	(5.17)
Italy	76.3	(3.47)	78.8	(3.11)	78.3	(3.09)	80.0	(3.07)	93.1	(1.99)	91.2	(2.03)
Korea	57.8	(4.27)	23.7	(3.97)	62.6	(3.99)	70.8	(3.64)	80.1	(3.20)	87.3	(2.76)
Lithuania	62.1	(3.75)	74.8	(3.77)	88.2	(2.22)	88.7	(2.25)	87.9	(2.58)	85.7	(2.62)
Malaysia	97.7	(1.10)	47.7	(3.98)	82.6	(2.65)	87.1	(2.54)	86.0	(2.40)	98.7	(0.90)
Malta	84.3	(0.13)	78.4	(0.20)	84.3	(0.20)	68.0	(0.22)	89.8	(0.19)	90.2	(0.14)
Mexico	94.0	(1.80)	97.3	(1.28)	88.6	(3.10)	84.8	(3.05)	74.7	(3.97)	89.2	(2.69)
Norway	52.0	(4.95)	32.1	(4.90)	51.2	(4.99)	50.3	(4.79)	65.1	(4.55)	64.9	(4.89)
Poland	96.5	(1.40)	89.0	(2.68)	91.0	(2.33)	89.8	(2.29)	93.5	(2.02)	93.6	(2.02)
Portugal	65.9	(4.72)	94.2	(2.19)	85.2	(3.52)	73.5	(4.73)	78.3	(4.45)	79.8	(3.85)
Slovak Republic	87.2	(2.96)	50.5	(4.85)	80.1	(3.68)	65.7	(4.21)	55.6	(4.69)	81.5	(3.70)
Slovenia	74.2	(3.81)	77.8	(3.36)	84.2	(3.03)	67.5	(4.27)	82.5	(3.12)	88.6	(2.49)
Spain	74.1	(4.14)	79.2	(3.84)	73.4	(3.99)	60.4	(4.94)	67.1	(4.50)	69.8	(4.16)
Turkey	80.1	(5.50)	68.0	(6.55)	77.6	(5.45)	81.2	(4.13)	70.7	(4.25)	86.3	(4.16)
TALIS average	76.2	(0.77)	70.8	(0.77)	78.9	(0.79)	72.7	(0.79)	77.3	(0.79)	83.7	(0.70)

	Direct appraisal of classroom teaching		Innovative teaching practices		Relations between teachers and students		Professional development undertaken by teachers		Teachers' classroom management		Teachers' knowledge and understanding of their main subject field(s)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	58.8	(4.50)	78.6	(4.00)	89.7	(2.92)	87.3	(3.18)	79.6	(3.85)	76.5	(4.17)
Austria	68.5	(3.78)	76.5	(3.09)	86.4	(2.79)	53.5	(4.33)	74.9	(4.02)	68.8	(4.09)
Belgium (Fl.)	70.4	(4.09)	78.9	(4.14)	90.9	(2.53)	94.9	(1.83)	72.8	(4.37)	79.3	(3.83)
Brazil	95.4	(1.25)	92.8	(1.62)	95.6	(1.18)	90.8	(1.94)	93.5	(1.88)	93.6	(1.82)
Bulgaria	84.3	(3.75)	78.6	(4.87)	79.3	(4.13)	85.1	(3.82)	89.5	(3.22)	81.1	(4.38)
Denmark	50.8	(5.36)	37.5	(6.04)	83.1	(4.84)	73.7	(4.93)	62.5	(5.35)	67.0	(5.61)
Estonia	60.7	(4.31)	75.7	(4.14)	85.0	(3.10)	87.1	(2.86)	82.8	(2.92)	78.5	(3.58)
Hungary	66.3	(3.96)	69.7	(4.28)	81.5	(3.27)	77.0	(3.52)	71.5	(3.93)	84.3	(2.67)
Iceland	46.1	(0.21)	68.8	(0.20)	78.5	(0.12)	74.0	(0.19)	56.6	(0.22)	40.2	(0.21)
Ireland	75.7	(5.69)	90.3	(3.85)	94.5	(2.89)	93.2	(2.91)	93.1	(2.95)	90.5	(3.71)
Italy	69.5	(3.74)	76.4	(3.20)	92.3	(2.30)	75.7	(3.10)	81.0	(3.01)	82.1	(2.98)
Korea	81.9	(3.50)	82.6	(3.27)	82.5	(3.13)	86.5	(2.93)	81.6	(3.57)	76.5	(3.49)
Lithuania	71.3	(4.15)	88.0	(2.83)	93.7	(2.01)	93.0	(1.96)	84.7	(2.97)	83.5	(3.23)
Malaysia	98.6	(0.82)	96.4	(1.26)	97.3	(1.20)	96.3	(1.46)	98.5	(0.83)	97.7	(1.12)
Malta	81.7	(0.19)	83.1	(0.12)	100.0	(0.00)	83.5	(0.17)	92.0	(0.03)	86.3	(0.18)
Mexico	94.4	(2.14)	86.9	(2.85)	90.9	(2.43)	88.3	(2.27)	95.7	(1.69)	96.8	(1.45)
Norway	31.7	(4.67)	37.4	(4.95)	69.6	(4.58)	65.4	(4.49)	68.6	(4.15)	61.4	(4.53)
Poland	86.7	(2.85)	80.2	(3.36)	92.7	(2.64)	86.7	(3.33)	88.0	(3.13)	88.6	(2.85)
Portugal	40.8	(5.71)	71.8	(4.56)	88.7	(2.95)	72.7	(4.20)	72.5	(4.93)	75.4	(4.08)
Slovak Republic	80.8	(3.70)	85.7	(2.94)	82.2	(3.62)	80.4	(3.68)	70.6	(3.88)	68.0	(4.38)
Slovenia	68.7	(4.16)	74.8	(3.77)	85.3	(3.17)	86.6	(2.89)	82.3	(3.53)	78.2	(3.73)
Spain	64.4	(4.64)	66.5	(4.34)	75.8	(3.80)	57.0	(4.47)	72.3	(4.06)	55.9	(4.77)
Turkey	88.9	(4.29)	87.8	(4.02)	86.8	(4.03)	86.8	(3.70)	92.2	(3.28)	89.7	(3.64)
TALIS average	71.1	(0.81)	76.7	(0.76)	87.1	(0.63)	81.5	(0.67)	80.7	(0.71)	78.2	(0.73)

Note: Only includes those teachers working in schools that had a school evaluation sometime in the previous 5 years.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.1a (2/2)

Criteria of school evaluations (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that the following criteria were considered with high or moderate importance in school self-evaluations or external evaluations

	Teachers' knowledge and understanding of instructional practices in their main subject field(s)		Teaching of students with special learning needs		Student discipline and behaviour		Teaching in a multicultural setting		Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	70.8	(3.98)	79.8	(3.97)	88.0	(3.01)	41.9	(5.11)	77.0	(4.04)
Austria	65.6	(4.17)	58.6	(3.74)	66.1	(3.84)	35.7	(4.62)	74.5	(3.54)
Belgium (Fl.)	79.8	(3.88)	72.9	(4.71)	66.5	(4.17)	35.3	(4.41)	62.9	(4.83)
Brazil	92.4	(1.82)	84.6	(2.73)	89.5	(2.03)	86.8	(2.33)	89.2	(2.04)
Bulgaria	83.3	(4.58)	57.3	(6.86)	82.5	(4.08)	62.2	(5.66)	82.8	(4.29)
Denmark	52.9	(6.48)	65.8	(4.39)	76.3	(4.90)	43.9	(6.12)	48.8	(6.34)
Estonia	84.3	(3.33)	94.7	(2.17)	76.3	(3.48)	39.9	(4.14)	84.8	(3.04)
Hungary	81.5	(3.25)	70.8	(5.09)	78.2	(3.52)	51.5	(5.11)	75.5	(2.94)
Iceland	48.8	(0.21)	85.8	(0.10)	83.7	(0.08)	34.7	(0.16)	39.5	(0.23)
Ireland	91.6	(3.88)	97.5	(1.99)	91.9	(3.53)	62.9	(5.69)	85.6	(3.89)
Italy	79.9	(3.17)	87.7	(2.52)	87.3	(2.52)	77.0	(3.39)	84.4	(3.09)
Korea	78.6	(3.33)	58.8	(4.21)	81.7	(3.22)	38.0	(4.19)	66.2	(3.63)
Lithuania	86.5	(3.08)	90.9	(2.45)	81.3	(3.26)	53.8	(4.37)	85.9	(3.20)
Malaysia	98.3	(0.90)	71.1	(3.36)	97.4	(1.23)	85.6	(2.65)	93.9	(1.85)
Malta	85.2	(0.21)	83.5	(0.21)	100.0	(0.00)	40.9	(0.24)	88.3	(0.09)
Mexico	92.8	(2.19)	72.5	(4.07)	92.7	(2.12)	80.4	(3.45)	84.6	(3.06)
Norway	48.0	(4.51)	65.2	(4.27)	76.3	(3.63)	27.6	(4.53)	12.3	(3.61)
Poland	86.6	(3.04)	86.8	(2.98)	96.3	(2.16)	48.5	(5.56)	94.7	(1.89)
Portugal	78.4	(3.49)	80.7	(4.49)	80.4	(3.82)	57.9	(5.11)	83.3	(3.59)
Slovak Republic	76.1	(4.10)	85.7	(2.70)	82.7	(3.72)	42.9	(4.92)	78.8	(3.70)
Slovenia	82.5	(3.45)	82.6	(3.47)	81.7	(3.30)	44.0	(4.91)	77.7	(3.57)
Spain	51.9	(4.48)	72.0	(3.91)	79.8	(3.51)	56.5	(4.99)	67.1	(4.28)
Turkey	86.0	(4.17)	70.2	(5.54)	86.0	(3.26)	68.2	(5.23)	76.7	(5.68)
TALIS average	77.5	(0.75)	77.2	(0.79)	83.6	(0.67)	52.9	(0.94)	74.5	(0.75)

Note: Only includes those teachers that work in schools that had a school evaluation sometime in the previous 5 years.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.2

Impacts of school evaluations upon schools (2007-08)

Percentage of teachers of lower secondary education whose school principal reported that school evaluations (external or self-evaluations) had a high or moderate level of influence on the following

	Level of school budget or its distribution within schools	Performance feedback to the school	Performance appraisal of the school management	Performance appraisal of teachers	Assistance provided to teachers to improve their teaching	Teachers' remuneration and bonuses						
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)						
Australia	76.4 (3.85)	96.2 (1.72)	88.5 (3.01)	64.9 (4.39)	86.8 (2.97)	5.1 (2.18)						
Austria	12.0 (2.81)	76.2 (3.66)	62.0 (3.95)	63.1 (3.92)	64.1 (3.89)	4.5 (2.13)						
Belgium (Fl.)	37.7 (4.43)	94.3 (1.97)	79.1 (3.45)	73.8 (3.74)	78.0 (3.79)	2.6 (1.39)						
Brazil	55.4 (3.66)	86.0 (2.80)	89.1 (2.33)	92.2 (1.55)	87.0 (2.18)	41.2 (3.51)						
Bulgaria	23.3 (7.20)	72.5 (5.23)	73.7 (5.47)	77.5 (4.96)	58.0 (4.95)	28.5 (7.20)						
Denmark	22.3 (4.54)	52.9 (5.94)	58.5 (5.42)	32.5 (5.60)	44.3 (4.64)	9.0 (3.43)						
Estonia	23.1 (3.67)	80.3 (3.44)	73.1 (4.06)	63.9 (3.79)	54.9 (4.63)	28.0 (3.59)						
Hungary	28.1 (5.16)	75.4 (3.61)	78.5 (3.14)	76.1 (3.46)	68.7 (4.02)	48.9 (3.78)						
Iceland	18.4 (0.17)	61.1 (0.18)	52.8 (0.16)	44.9 (0.18)	43.2 (0.20)	13.1 (0.11)						
Ireland	36.7 (6.99)	87.0 (4.18)	86.1 (4.16)	66.7 (6.07)	74.0 (5.16)	1.2 (0.89)						
Italy	67.4 (3.54)	90.1 (2.38)	83.1 (2.79)	78.5 (3.28)	78.3 (2.95)	40.5 (3.75)						
Korea	73.6 (4.09)	91.5 (2.39)	93.7 (2.10)	73.8 (3.23)	80.2 (3.12)	27.5 (3.60)						
Lithuania	24.1 (3.25)	84.4 (2.99)	87.8 (2.53)	83.6 (3.11)	77.8 (3.68)	16.3 (3.13)						
Malaysia	88.2 (2.49)	97.4 (1.13)	97.5 (1.25)	96.7 (1.44)	91.1 (2.01)	68.9 (3.41)						
Malta	53.8 (0.24)	92.4 (0.11)	88.1 (0.10)	87.6 (0.12)	82.4 (0.14)	16.7 (0.18)						
Mexico	45.1 (5.02)	81.1 (3.40)	89.3 (2.43)	91.1 (2.15)	85.2 (3.04)	50.0 (4.66)						
Norway	26.8 (4.25)	78.3 (4.25)	60.8 (4.64)	43.1 (4.52)	61.2 (4.40)	7.5 (1.24)						
Poland	18.7 (3.47)	75.5 (3.71)	87.9 (3.04)	88.5 (3.11)	57.9 (4.63)	40.7 (4.65)						
Portugal	35.8 (5.36)	91.6 (2.92)	91.1 (3.06)	57.3 (5.28)	55.1 (5.40)	2.6 (1.54)						
Slovak Republic	19.6 (3.79)	78.6 (2.99)	57.2 (3.86)	81.9 (3.38)	80.6 (3.78)	79.8 (3.33)						
Slovenia	24.5 (3.71)	85.1 (3.17)	85.5 (2.92)	69.4 (3.94)	80.9 (3.45)	36.3 (4.31)						
Spain	22.2 (3.51)	60.4 (4.21)	61.3 (4.61)	43.6 (4.57)	53.0 (4.04)	9.1 (2.34)						
Turkey	39.8 (6.21)	81.9 (4.68)	86.0 (4.11)	85.0 (4.29)	73.5 (4.67)	22.9 (4.23)						
TALIS average	38.0	(0.90)	81.3	(0.71)	78.7	(0.72)	71.1	(0.79)	70.3	(0.79)	26.1	(0.71)

Note: Only includes those teachers working in schools that had a school evaluation sometime in the previous 5 years.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.2a

Publication of school evaluations (2007-08)

Percentage of teachers of lower secondary education in schools where school evaluations were published or used in comparative tables

	School evaluation results were published		Results used in school performance tables	
	%	(S.E.)	%	(S.E.)
Australia	75.7	(3.85)	23.3	(3.97)
Austria	38.9	(4.20)	12.9	(2.99)
Belgium (Fl.)	76.8	(3.15)	29.7	(4.44)
Brazil	56.6	(3.15)	61.2	(3.30)
Bulgaria	23.8	(6.94)	34.7	(5.09)
Denmark	84.5	(4.04)	54.8	(5.19)
Estonia	68.2	(4.03)	24.8	(3.29)
Hungary	72.6	(5.11)	34.0	(3.69)
Iceland	79.0	(0.15)	47.4	(0.17)
Ireland	64.9	(7.15)	8.1	(2.69)
Italy	44.2	(3.85)	19.9	(3.15)
Korea	69.0	(3.65)	26.0	(3.72)
Lithuania	33.7	(3.82)	28.6	(2.97)
Malaysia	50.7	(3.57)	40.1	(3.42)
Malta	41.6	(0.20)	0.0	(0.00)
Mexico	74.9	(3.87)	71.0	(3.99)
Norway	58.2	(4.71)	15.4	(3.69)
Poland	17.0	(3.51)	29.2	(4.46)
Portugal	63.2	(4.79)	23.5	(4.46)
Slovak Republic	75.3	(3.73)	29.7	(3.61)
Slovenia	41.7	(4.41)	6.0	(1.76)
Spain	40.9	(4.31)	32.1	(4.29)
Turkey	19.4	(4.12)	8.0	(2.29)
TALIS average	55.3	(0.88)	28.7	(0.74)

Note: Only includes those teachers that work in schools that had a school evaluation sometime in the previous 5 years.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.3 (1/2)

Frequency and source of teacher appraisal and feedback (2007-08)

Percentage of teachers of lower secondary education who reported having received appraisal and/or feedback on their work with the following frequency from the following sources

	Appraisal and/or feedback received from the principal about the teacher's work in the school															
	Never		Less than once every two years		Once every two years		Once per year		Twice per year		3 or more times per year		Monthly		More than once per month	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	30.1	(1.49)	14.6	(0.90)	5.4	(0.57)	19.1	(1.21)	9.0	(0.70)	13.3	(0.89)	3.8	(0.53)	4.7	(0.67)
Austria	18.0	(0.85)	19.4	(0.75)	9.6	(0.55)	19.6	(0.91)	11.2	(0.60)	15.2	(0.64)	4.0	(0.36)	2.8	(0.33)
Belgium (Fl.)	19.1	(1.05)	24.0	(0.97)	10.0	(0.67)	25.2	(1.16)	9.9	(0.68)	8.4	(0.87)	1.9	(0.27)	1.4	(0.23)
Brazil	28.4	(1.30)	5.0	(0.49)	2.0	(0.21)	18.3	(1.05)	8.5	(0.67)	17.6	(1.14)	11.5	(0.77)	8.7	(0.73)
Bulgaria	4.1	(0.38)	5.9	(0.53)	3.3	(0.57)	26.5	(2.51)	22.4	(2.50)	22.7	(1.71)	8.4	(1.87)	6.7	(1.65)
Denmark	14.2	(1.16)	9.2	(0.96)	8.9	(0.91)	37.5	(1.59)	8.5	(0.87)	16.0	(1.31)	2.7	(0.46)	3.0	(0.50)
Estonia	13.9	(0.94)	10.1	(0.79)	6.9	(0.50)	29.4	(0.91)	14.1	(0.65)	17.1	(0.76)	4.8	(0.48)	3.7	(0.45)
Hungary	9.3	(1.08)	6.5	(0.61)	3.8	(0.77)	23.9	(2.54)	20.3	(1.61)	23.3	(1.41)	6.6	(0.73)	6.3	(1.30)
Iceland	23.3	(1.30)	6.2	(0.69)	4.1	(0.57)	22.0	(1.08)	14.6	(1.16)	16.0	(0.97)	6.6	(0.61)	7.3	(0.77)
Ireland	43.3	(1.37)	11.8	(0.90)	2.6	(0.37)	15.4	(0.91)	7.8	(0.63)	12.6	(0.84)	3.5	(0.42)	2.9	(0.47)
Italy	59.7	(1.36)	4.1	(0.37)	1.4	(0.21)	10.9	(0.79)	6.9	(0.60)	9.9	(0.75)	4.4	(0.56)	2.8	(0.42)
Korea	15.0	(0.82)	7.0	(0.57)	2.6	(0.29)	36.2	(0.93)	12.2	(0.68)	13.0	(0.70)	8.3	(0.57)	5.5	(0.53)
Lithuania	11.5	(0.86)	7.3	(0.57)	4.2	(0.44)	22.5	(0.97)	14.0	(0.81)	23.7	(0.98)	10.0	(0.65)	6.9	(0.57)
Malaysia	10.9	(0.91)	4.7	(0.51)	2.3	(0.27)	21.7	(1.14)	13.3	(0.98)	25.4	(1.21)	8.0	(0.76)	13.8	(1.60)
Malta	17.1	(1.38)	8.3	(1.03)	4.6	(0.72)	26.7	(1.59)	13.0	(1.05)	19.6	(1.36)	4.5	(0.66)	6.1	(0.87)
Mexico	16.9	(1.05)	2.7	(0.33)	1.4	(0.24)	15.8	(1.06)	11.4	(0.65)	21.8	(1.18)	19.1	(1.15)	10.7	(0.76)
Norway	26.2	(1.34)	12.8	(0.80)	5.4	(0.61)	28.2	(1.30)	9.4	(0.89)	11.1	(0.74)	3.8	(0.43)	3.1	(0.47)
Poland	9.6	(0.73)	22.5	(1.11)	9.0	(0.82)	23.9	(1.03)	15.6	(0.87)	14.0	(1.05)	2.9	(0.35)	2.4	(0.43)
Portugal	38.8	(1.44)	8.4	(0.58)	2.5	(0.38)	16.8	(0.89)	6.7	(0.53)	16.8	(0.77)	4.5	(0.45)	5.4	(0.74)
Slovak Republic	7.8	(0.89)	4.0	(0.48)	2.1	(0.27)	15.3	(1.07)	17.7	(0.91)	27.5	(1.08)	16.0	(1.23)	9.5	(1.00)
Slovenia	9.0	(0.89)	7.2	(0.63)	6.7	(0.53)	30.7	(1.17)	15.3	(0.70)	22.5	(0.93)	6.5	(0.62)	2.0	(0.27)
Spain	59.8	(1.43)	5.0	(0.56)	0.8	(0.17)	11.6	(0.79)	3.4	(0.39)	13.2	(0.86)	2.8	(0.37)	3.5	(0.46)
Turkey	20.6	(1.26)	4.9	(0.71)	4.4	(0.72)	27.7	(1.16)	18.0	(1.79)	12.0	(1.65)	8.0	(1.33)	4.4	(0.63)
TALIS average	22.0	(0.24)	9.2	(0.15)	4.5	(0.11)	22.8	(0.27)	12.3	(0.21)	17.1	(0.22)	6.6	(0.16)	5.4	(0.16)

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.3 (2/2)

Frequency and source of teacher appraisal and feedback (2007-08)

Percentage of teachers of lower secondary education who reported having received appraisal and/or feedback on their work with the following frequency from the following sources

	Appraisal and/or feedback received from other teachers or members of the school management team about the teacher's work in the school								
	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month	
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)
Australia	14.8 (0.86)	11.5 (0.76)	3.9 (0.45)	16.9 (1.05)	10.7 (0.75)	20.4 (1.18)	10.8 (0.71)	10.9 (0.87)	
Austria	34.8 (0.89)	10.3 (0.48)	4.1 (0.34)	7.9 (0.45)	7.8 (0.49)	19.0 (0.69)	9.1 (0.43)	7.0 (0.52)	
Belgium (Fl.)	41.9 (1.58)	10.4 (0.61)	3.1 (0.35)	11.0 (0.73)	6.7 (0.53)	14.5 (1.05)	7.0 (0.49)	5.5 (0.46)	
Brazil	29.5 (1.23)	4.0 (0.45)	1.6 (0.24)	13.5 (0.89)	8.5 (0.83)	17.3 (0.86)	14.4 (0.94)	11.3 (0.69)	
Bulgaria	21.5 (1.97)	9.5 (1.24)	3.5 (0.48)	21.5 (2.39)	11.3 (1.25)	15.4 (2.51)	8.5 (1.19)	8.8 (1.63)	
Denmark	21.3 (1.32)	6.9 (0.63)	1.7 (0.33)	9.7 (0.85)	8.7 (0.82)	27.4 (1.25)	12.5 (0.85)	11.7 (0.93)	
Estonia	9.5 (0.76)	6.6 (0.56)	3.8 (0.37)	21.6 (0.86)	12.2 (0.65)	27.1 (0.81)	10.7 (0.69)	8.6 (0.55)	
Hungary	13.3 (1.21)	8.5 (0.67)	2.3 (0.35)	19.5 (2.07)	17.2 (1.03)	22.6 (1.00)	8.2 (0.67)	8.3 (1.01)	
Iceland	29.2 (1.40)	7.4 (0.70)	2.6 (0.39)	6.7 (0.73)	7.2 (0.74)	18.0 (1.10)	12.6 (1.00)	16.3 (1.04)	
Ireland	52.3 (1.16)	7.5 (0.67)	2.0 (0.30)	7.4 (0.63)	5.8 (0.64)	16.1 (0.80)	5.3 (0.53)	3.5 (0.42)	
Italy	68.2 (1.08)	2.9 (0.32)	0.9 (0.14)	5.4 (0.36)	4.5 (0.41)	8.5 (0.55)	4.4 (0.43)	5.2 (0.69)	
Korea	17.2 (0.83)	7.5 (0.53)	3.3 (0.39)	24.8 (0.96)	10.4 (0.58)	12.9 (0.68)	13.0 (0.55)	10.9 (0.66)	
Lithuania	5.9 (0.54)	4.4 (0.42)	2.4 (0.33)	15.1 (0.73)	13.3 (0.70)	30.9 (0.99)	17.9 (0.84)	10.2 (0.72)	
Malaysia	7.2 (0.51)	4.2 (0.39)	2.0 (0.23)	16.0 (0.93)	21.9 (1.35)	25.8 (1.08)	9.2 (0.89)	13.6 (1.19)	
Malta	24.9 (1.53)	5.8 (0.78)	2.5 (0.61)	19.2 (1.45)	10.7 (1.04)	19.4 (1.34)	9.6 (0.97)	7.9 (0.82)	
Mexico	34.1 (1.18)	2.5 (0.30)	1.8 (0.28)	10.4 (0.69)	10.2 (0.87)	16.4 (0.97)	15.5 (0.99)	9.1 (0.92)	
Norway	28.1 (0.94)	11.1 (0.76)	2.0 (0.31)	10.2 (0.74)	6.4 (0.56)	17.3 (0.96)	12.6 (0.76)	12.4 (0.84)	
Poland	30.0 (1.19)	11.7 (0.76)	5.3 (0.48)	15.4 (0.79)	9.0 (0.61)	15.8 (0.88)	7.4 (0.72)	5.5 (0.55)	
Portugal	31.4 (1.31)	5.1 (0.48)	1.6 (0.23)	9.5 (0.63)	6.3 (0.45)	23.5 (1.05)	11.0 (0.76)	11.6 (0.88)	
Slovak Republic	9.8 (0.77)	3.5 (0.40)	2.1 (0.34)	11.7 (0.93)	12.7 (1.01)	27.6 (1.22)	16.2 (1.03)	16.5 (1.07)	
Slovenia	26.5 (1.01)	8.4 (0.55)	4.4 (0.41)	13.6 (0.71)	9.4 (0.51)	22.8 (0.93)	9.4 (0.62)	5.6 (0.44)	
Spain	58.5 (1.22)	4.1 (0.41)	0.9 (0.17)	7.3 (0.66)	3.1 (0.37)	15.1 (0.83)	5.0 (0.39)	6.1 (0.48)	
Turkey	47.5 (1.55)	4.5 (0.82)	2.1 (0.64)	12.2 (1.31)	10.2 (1.44)	9.9 (1.04)	7.8 (1.46)	5.9 (1.04)	
TALIS average	28.6 (0.25)	6.9 (0.13)	2.6 (0.08)	13.3 (0.22)	9.7 (0.17)	19.3 (0.23)	10.4 (0.17)	9.1 (0.18)	

	Appraisal and/or feedback received from an external individual or body (e.g. external inspector) about the teacher's work in the school									Not received appraisal or feedback from any source
	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month		
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	
Australia	73.8 (1.39)	12.3 (0.90)	3.0 (0.49)	5.4 (0.63)	2.1 (0.37)	2.2 (0.40)	0.6 (0.17)	0.6 (0.25)	10.4 (0.79)	
Austria	42.5 (1.07)	31.5 (0.88)	8.3 (0.48)	8.5 (0.49)	3.6 (0.32)	3.9 (0.31)	0.9 (0.16)	0.8 (0.16)	10.9 (0.58)	
Belgium (Fl.)	39.9 (2.02)	41.2 (1.42)	7.6 (0.77)	7.4 (0.77)	1.7 (0.26)	1.4 (0.26)	0.4 (0.13)	0.3 (0.12)	8.0 (0.67)	
Brazil	57.2 (1.35)	4.9 (0.52)	2.3 (0.28)	18.6 (1.20)	4.5 (0.56)	6.6 (0.65)	3.9 (0.64)	2.1 (0.30)	18.9 (1.06)	
Bulgaria	20.9 (2.20)	30.2 (1.96)	10.9 (1.02)	27.5 (1.66)	6.1 (1.34)	3.4 (1.19)	0.5 (0.12)	0.6 (0.23)	2.1 (0.29)	
Denmark	69.7 (1.51)	9.2 (1.34)	1.9 (0.35)	5.7 (0.62)	4.8 (0.58)	5.3 (0.58)	1.5 (0.32)	2.0 (0.59)	7.4 (0.93)	
Estonia	36.7 (1.22)	36.9 (1.09)	7.0 (0.54)	11.5 (0.66)	2.9 (0.32)	3.4 (0.35)	1.0 (0.19)	0.6 (0.16)	4.9 (0.61)	
Hungary	51.4 (3.48)	29.4 (2.72)	4.1 (0.65)	10.0 (0.99)	1.9 (0.29)	2.2 (0.34)	0.6 (0.33)	0.4 (0.12)	6.1 (1.00)	
Iceland	69.6 (1.39)	8.1 (0.90)	1.8 (0.39)	5.7 (0.64)	3.3 (0.49)	5.6 (0.62)	3.5 (0.57)	2.5 (0.43)	17.0 (1.05)	
Ireland	53.0 (1.72)	32.3 (1.39)	4.9 (0.55)	6.5 (0.59)	1.0 (0.25)	1.6 (0.27)	0.4 (0.12)	0.4 (0.16)	25.7 (1.13)	
Italy	90.3 (0.77)	2.3 (0.31)	0.8 (0.31)	2.7 (0.38)	0.9 (0.16)	1.7 (0.26)	0.7 (0.31)	0.5 (0.16)	54.6 (1.26)	
Korea	31.0 (1.11)	12.1 (0.75)	7.3 (0.45)	29.3 (0.92)	14.6 (0.82)	4.5 (0.39)	0.8 (0.21)	0.4 (0.16)	7.1 (0.56)	
Lithuania	34.1 (1.34)	21.4 (0.86)	9.2 (0.71)	18.7 (1.04)	6.4 (0.47)	6.0 (0.52)	2.7 (0.34)	1.4 (0.22)	3.5 (0.45)	
Malaysia	32.9 (1.30)	15.2 (0.78)	5.4 (0.53)	22.7 (0.94)	11.6 (0.95)	10.9 (1.12)	0.9 (0.23)	0.3 (0.08)	3.2 (0.35)	
Malta	44.4 (1.73)	13.8 (1.26)	7.7 (0.85)	19.3 (1.38)	7.8 (0.92)	5.7 (0.85)	0.4 (0.16)	0.9 (0.34)	7.8 (0.95)	
Mexico	24.7 (1.37)	4.4 (0.40)	2.6 (0.34)	22.9 (1.18)	16.7 (1.12)	21.6 (1.29)	5.2 (0.66)	1.8 (0.29)	7.5 (0.68)	
Norway	77.8 (1.08)	11.8 (0.94)	1.3 (0.26)	4.2 (0.41)	2.1 (0.37)	2.1 (0.34)	0.5 (0.14)	0.3 (0.10)	16.2 (0.89)	
Poland	60.5 (1.07)	28.6 (0.92)	4.0 (0.45)	4.6 (0.52)	1.2 (0.24)	0.6 (0.15)	0.3 (0.10)	0.2 (0.07)	7.4 (0.62)	
Portugal	84.0 (1.02)	7.7 (0.64)	2.0 (0.26)	4.2 (0.64)	0.9 (0.25)	0.9 (0.22)	0.2 (0.09)	0.1 (0.04)	26.3 (1.25)	
Slovak Republic	33.3 (1.68)	43.6 (1.34)	8.2 (0.68)	9.3 (0.90)	2.3 (0.28)	1.9 (0.29)	0.9 (0.24)	0.4 (0.16)	3.6 (0.48)	
Slovenia	57.5 (1.19)	25.6 (0.98)	3.9 (0.42)	7.5 (0.58)	2.2 (0.28)	2.6 (0.39)	0.6 (0.15)	0.2 (0.11)	6.7 (0.74)	
Spain	65.7 (1.45)	10.4 (0.63)	3.7 (0.35)	13.1 (0.91)	3.5 (0.53)	2.7 (0.54)	0.5 (0.14)	0.4 (0.17)	45.5 (1.37)	
Turkey	14.2 (1.29)	4.8 (0.64)	17.1 (1.95)	37.7 (1.85)	21.8 (1.91)	2.3 (0.85)	1.6 (1.21)	0.4 (0.16)	7.8 (0.65)	
TALIS average	50.7 (0.33)	19.0 (0.24)	5.4 (0.14)	13.2 (0.20)	5.4 (0.15)	4.3 (0.13)	1.2 (0.08)	0.8 (0.05)	13.4 (0.18)	

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.4 (1/2)

Criteria for teacher appraisal and feedback (2007-08)

Percentage of teachers of lower secondary education who reported that the following criteria were considered with high or moderate importance in the appraisal and/or feedback they received

	Student test scores		Retention and pass rates of students		Other student learning outcomes		Student feedback on the teaching they receive		Feedback from parents		How well they work with the principal and their colleagues	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	51.4	(1.58)	51.8	(1.61)	62.1	(1.42)	58.4	(1.87)	54.7	(1.59)	69.7	(1.27)
Austria	45.2	(1.26)	19.7	(0.95)	51.5	(1.02)	70.9	(1.03)	73.4	(0.93)	73.7	(0.91)
Belgium (Fl.)	53.2	(1.76)	52.0	(1.64)	47.9	(1.49)	59.1	(1.43)	51.4	(1.65)	78.3	(1.17)
Brazil	78.0	(1.25)	78.4	(1.17)	84.1	(0.97)	88.4	(0.87)	76.7	(1.22)	87.9	(0.83)
Bulgaria	88.4	(2.26)	72.6	(2.87)	78.5	(2.36)	81.0	(2.19)	64.2	(1.75)	85.5	(1.76)
Denmark	28.6	(1.74)	25.3	(1.43)	44.5	(1.73)	60.7	(1.49)	56.4	(1.75)	70.0	(1.64)
Estonia	72.1	(1.42)	65.8	(1.35)	77.4	(1.00)	79.2	(1.24)	71.7	(1.28)	75.0	(1.00)
Hungary	55.2	(1.61)	56.8	(1.66)	71.3	(1.28)	67.2	(1.95)	72.6	(1.33)	76.4	(1.67)
Iceland	44.9	(2.02)	40.3	(1.77)	52.8	(1.99)	78.6	(1.50)	76.3	(1.65)	77.8	(1.54)
Ireland	72.0	(1.51)	70.9	(1.70)	67.7	(1.70)	59.4	(1.51)	66.8	(1.41)	74.0	(1.23)
Italy	62.5	(1.77)	59.8	(1.61)	82.5	(1.19)	85.9	(1.21)	89.2	(0.96)	89.6	(0.89)
Korea	66.3	(1.15)	32.4	(1.04)	59.2	(1.05)	62.2	(1.16)	56.1	(1.08)	64.4	(1.08)
Lithuania	62.8	(1.19)	50.9	(1.40)	74.0	(1.12)	82.3	(0.89)	80.1	(0.89)	78.8	(0.83)
Malaysia	95.7	(0.39)	57.0	(2.32)	91.0	(0.51)	94.1	(0.43)	83.9	(0.85)	94.3	(0.47)
Malta	56.2	(2.01)	55.4	(2.01)	64.3	(1.63)	71.3	(1.81)	70.2	(1.87)	77.6	(1.81)
Mexico	84.5	(0.93)	86.6	(0.88)	77.9	(1.18)	82.9	(1.08)	66.7	(1.36)	75.3	(1.15)
Norway	47.3	(1.63)	41.6	(1.50)	55.8	(1.47)	59.9	(1.56)	68.2	(1.24)	79.3	(1.18)
Poland	87.2	(0.99)	66.2	(1.15)	84.6	(1.05)	82.8	(1.20)	86.6	(0.99)	89.3	(0.85)
Portugal	64.4	(1.51)	75.2	(1.10)	71.0	(1.44)	82.7	(1.02)	73.3	(1.49)	80.5	(1.01)
Slovak Republic	76.0	(1.19)	48.8	(1.73)	68.0	(1.16)	81.7	(0.96)	70.4	(1.34)	74.2	(1.57)
Slovenia	61.4	(1.33)	45.6	(1.29)	61.6	(1.27)	60.3	(1.31)	59.8	(1.21)	73.1	(1.12)
Spain	69.5	(1.43)	73.9	(1.35)	66.5	(1.59)	54.9	(1.74)	59.7	(1.34)	60.8	(1.65)
Turkey	72.6	(1.72)	65.9	(2.37)	79.2	(2.18)	71.7	(1.72)	61.5	(2.13)	75.7	(1.98)
TALIS average	65.0	(0.32)	56.2	(0.34)	68.4	(0.30)	72.8	(0.29)	69.1	(0.29)	77.5	(0.27)

	Direct appraisal of classroom teaching		Innovative teaching practices		Relations with students		Professional development undertaken		Classroom management		Knowledge and understanding of their main subject field(s)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	59.9	(1.43)	66.5	(1.53)	80.1	(1.23)	48.8	(1.58)	69.8	(1.21)	72.4	(1.25)
Austria	77.6	(0.84)	69.8	(0.94)	85.7	(0.65)	44.5	(0.89)	77.7	(0.62)	76.4	(0.90)
Belgium (Fl.)	77.5	(1.03)	67.2	(1.34)	82.5	(0.95)	63.9	(1.59)	74.4	(1.09)	73.3	(1.35)
Brazil	90.1	(0.60)	87.7	(0.81)	93.7	(0.55)	83.1	(1.02)	89.6	(0.75)	92.5	(0.52)
Bulgaria	88.9	(0.96)	80.4	(1.64)	90.1	(1.12)	85.5	(1.45)	92.1	(0.93)	91.4	(1.05)
Denmark	40.7	(1.75)	35.7	(2.07)	75.7	(1.24)	46.4	(1.81)	61.6	(1.47)	47.1	(1.88)
Estonia	78.2	(1.16)	77.0	(1.01)	90.4	(0.60)	79.4	(0.91)	86.1	(0.85)	86.0	(0.85)
Hungary	80.2	(1.25)	69.6	(1.35)	80.2	(1.78)	55.5	(1.48)	82.1	(0.93)	89.7	(0.87)
Iceland	44.1	(1.92)	57.0	(1.86)	84.0	(1.42)	50.0	(1.88)	66.6	(1.78)	66.4	(1.82)
Ireland	69.5	(1.45)	68.6	(1.40)	86.1	(1.15)	58.0	(1.63)	84.7	(1.34)	82.4	(1.16)
Italy	79.9	(1.15)	79.9	(1.30)	94.7	(0.67)	75.5	(1.33)	94.6	(0.63)	92.2	(0.74)
Korea	67.8	(0.95)	62.6	(1.06)	69.8	(0.99)	63.5	(1.07)	74.3	(0.93)	64.8	(1.05)
Lithuania	80.1	(0.90)	80.0	(0.98)	89.8	(0.70)	67.7	(1.10)	81.3	(0.89)	89.8	(0.72)
Malaysia	96.3	(0.36)	96.2	(0.34)	96.6	(0.35)	91.0	(0.61)	96.6	(0.33)	97.8	(0.25)
Malta	77.1	(1.68)	68.2	(1.92)	84.2	(1.34)	47.1	(1.86)	83.1	(1.33)	78.4	(1.61)
Mexico	86.6	(0.84)	80.9	(1.10)	84.9	(0.86)	76.4	(1.11)	79.2	(1.20)	88.1	(0.78)
Norway	48.4	(1.45)	40.4	(1.65)	86.2	(0.98)	50.8	(1.56)	73.5	(1.12)	72.1	(1.14)
Poland	94.3	(0.66)	87.1	(0.86)	94.8	(0.52)	87.0	(0.92)	91.3	(0.67)	94.6	(0.66)
Portugal	55.3	(1.65)	69.4	(1.46)	90.9	(0.68)	66.4	(1.36)	76.4	(1.24)	78.6	(1.14)
Slovak Republic	83.3	(0.98)	79.0	(1.11)	83.3	(1.18)	62.1	(1.48)	72.6	(1.25)	82.7	(1.01)
Slovenia	76.1	(1.11)	68.7	(1.23)	80.7	(0.91)	53.2	(1.41)	68.7	(1.29)	78.0	(1.03)
Spain	62.0	(1.51)	59.5	(1.82)	75.8	(1.57)	55.3	(1.73)	75.7	(1.35)	65.6	(1.68)
Turkey	75.3	(1.70)	75.3	(1.69)	79.1	(1.65)	71.1	(2.20)	82.0	(1.40)	79.0	(1.90)
TALIS average	73.5	(0.26)	70.7	(0.29)	85.2	(0.22)	64.5	(0.30)	79.7	(0.23)	80.0	(0.25)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.4 (2/2)

Criteria for teacher appraisal and feedback (2007-08)

Percentage of teachers of lower secondary education who reported that the following criteria were considered with high or moderate importance in the appraisal and/or feedback they received

	Knowledge and understanding of instructional practices in their main subject field(s)		Teaching of students with special learning needs		Student discipline and behaviour		Teaching in a multicultural setting		Extra-curricular activities with students (e.g. school performances, sporting activities)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	66.7	(1.40)	41.2	(1.87)	63.1	(1.46)	29.1	(1.62)	51.7	(1.61)
Austria	71.8	(1.00)	53.5	(0.97)	77.3	(0.71)	33.7	(1.31)	65.0	(1.01)
Belgium (Fl.)	72.5	(1.22)	54.3	(1.58)	64.9	(1.24)	31.6	(1.92)	52.0	(1.34)
Brazil	91.1	(0.65)	68.0	(1.40)	88.0	(0.89)	76.5	(1.27)	81.2	(1.09)
Bulgaria	90.5	(1.54)	61.7	(1.94)	85.8	(2.36)	68.9	(2.27)	83.0	(2.00)
Denmark	41.1	(2.08)	39.5	(1.79)	56.3	(1.58)	22.9	(1.70)	42.5	(1.77)
Estonia	87.0	(0.93)	60.2	(1.39)	84.5	(0.75)	33.9	(1.88)	69.8	(0.94)
Hungary	89.0	(1.20)	65.5	(2.31)	81.7	(1.15)	52.0	(2.16)	73.4	(1.30)
Iceland	62.4	(1.98)	48.8	(1.86)	68.2	(1.57)	22.9	(1.87)	25.9	(1.89)
Ireland	80.1	(1.28)	56.4	(1.91)	79.9	(1.42)	40.1	(2.19)	63.5	(1.48)
Italy	90.3	(0.97)	81.5	(1.21)	92.5	(0.75)	70.6	(1.65)	77.9	(1.34)
Korea	68.1	(0.96)	45.8	(1.18)	68.7	(1.13)	31.8	(1.10)	37.1	(0.98)
Lithuania	88.0	(0.71)	61.4	(1.36)	80.5	(1.00)	48.9	(1.76)	73.5	(1.03)
Malaysia	97.5	(0.28)	49.2	(2.29)	94.8	(0.46)	81.9	(1.50)	81.4	(0.92)
Malta	73.4	(1.79)	44.9	(1.96)	79.5	(1.71)	32.6	(2.01)	61.3	(1.88)
Mexico	87.7	(0.92)	64.2	(1.56)	85.5	(0.84)	67.8	(1.37)	66.2	(1.48)
Norway	63.1	(1.27)	55.2	(1.15)	72.6	(1.02)	21.0	(1.53)	22.3	(1.28)
Poland	94.7	(0.57)	71.5	(1.77)	95.1	(0.58)	40.0	(1.71)	80.3	(0.95)
Portugal	78.9	(1.19)	58.2	(1.63)	80.2	(1.29)	47.9	(1.51)	72.9	(1.23)
Slovak Republic	83.9	(0.97)	62.2	(1.56)	80.6	(0.98)	44.0	(1.68)	65.6	(1.36)
Slovenia	79.3	(0.98)	52.1	(1.45)	65.2	(1.12)	27.1	(1.51)	58.6	(1.34)
Spain	63.4	(1.58)	66.2	(1.67)	79.1	(1.26)	56.0	(1.76)	59.8	(1.58)
Turkey	77.6	(2.00)	54.0	(2.32)	74.5	(1.99)	53.6	(1.68)	67.6	(2.05)
TALIS average	78.2	(0.27)	57.2	(0.35)	78.2	(0.26)	45.0	(0.36)	62.3	(0.30)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.5

Outcomes of teacher appraisal and feedback (2007-08)

Percentage of teachers of lower secondary education who reported that the appraisal and/or feedback they received led to a moderate or large change in the following aspects of their work and careers

	A change in salary		A financial bonus or another kind of monetary reward		A change in the likelihood of career advancement		Public recognition from the principal and/or their colleagues		Opportunities for professional development activities		Changes in work responsibilities that make the job more attractive		A role in school development initiatives (e.g. curriculum development group)	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	5.6	(0.53)	1.6	(0.26)	16.9	(0.80)	24.1	(0.99)	16.7	(1.03)	17.4	(0.96)	24.1	(1.03)
Austria	1.1	(0.18)	1.7	(0.20)	4.7	(0.39)	27.1	(0.88)	8.0	(0.51)	14.7	(0.63)	17.2	(0.70)
Belgium (Fl.)	0.4	(0.11)	0.1	(0.06)	3.7	(0.37)	20.7	(0.92)	7.1	(0.57)	11.9	(0.74)	10.1	(0.86)
Brazil	8.2	(0.77)	5.5	(0.55)	25.6	(1.16)	47.8	(1.22)	27.8	(1.18)	47.7	(1.42)	41.6	(1.43)
Bulgaria	26.2	(1.70)	24.2	(2.12)	11.6	(0.93)	64.9	(1.56)	42.4	(2.85)	28.2	(1.58)	49.5	(1.86)
Denmark	2.2	(0.50)	2.7	(0.53)	4.7	(1.13)	25.3	(1.49)	25.6	(1.43)	19.0	(1.61)	16.3	(1.23)
Estonia	14.3	(0.72)	19.8	(1.13)	10.5	(0.63)	39.6	(1.23)	35.6	(1.30)	21.7	(0.82)	31.3	(0.94)
Hungary	9.4	(0.92)	25.1	(1.62)	10.7	(0.76)	40.2	(1.42)	22.8	(1.05)	12.3	(0.81)	28.7	(1.42)
Iceland	7.5	(0.76)	9.3	(0.98)	8.6	(0.93)	18.3	(1.44)	20.5	(1.28)	18.1	(1.37)	19.2	(1.29)
Ireland	3.5	(0.44)	1.4	(0.40)	13.3	(1.09)	24.8	(1.10)	13.4	(1.00)	16.0	(1.11)	23.2	(1.29)
Italy	2.0	(0.35)	4.0	(0.47)	4.9	(0.53)	46.4	(1.40)	19.2	(1.30)	27.1	(1.34)	38.3	(1.51)
Korea	5.2	(0.49)	8.3	(0.56)	12.7	(0.78)	31.0	(1.19)	17.1	(0.91)	24.1	(0.91)	24.9	(1.02)
Lithuania	17.3	(0.94)	22.0	(1.31)	14.3	(0.89)	55.4	(1.11)	42.4	(1.13)	39.9	(1.06)	42.8	(1.20)
Malaysia	33.0	(1.36)	29.0	(1.30)	58.2	(1.39)	58.6	(1.33)	50.8	(1.39)	76.4	(0.92)	64.1	(1.22)
Malta	1.7	(0.46)	1.2	(0.36)	8.2	(0.89)	19.3	(1.47)	7.8	(1.07)	15.1	(1.40)	16.7	(1.29)
Mexico	10.6	(0.72)	7.3	(0.60)	28.6	(1.25)	33.4	(1.30)	27.2	(1.07)	55.9	(1.35)	34.4	(1.42)
Norway	7.0	(0.78)	3.0	(0.41)	6.9	(0.61)	25.6	(1.09)	21.3	(1.00)	14.5	(0.79)	22.4	(0.98)
Poland	14.5	(0.88)	26.5	(1.19)	39.2	(1.17)	55.7	(1.22)	38.2	(1.19)	24.6	(1.13)	42.1	(1.21)
Portugal	1.7	(0.29)	0.6	(0.14)	6.2	(0.66)	26.3	(1.11)	11.3	(0.82)	25.3	(1.26)	25.3	(1.10)
Slovak Republic	19.7	(1.17)	37.3	(1.50)	20.8	(1.05)	40.7	(1.47)	28.7	(1.20)	30.0	(1.00)	35.9	(1.20)
Slovenia	14.2	(0.78)	19.4	(1.12)	39.4	(1.16)	43.3	(1.29)	36.2	(1.26)	24.5	(1.04)	28.7	(1.01)
Spain	1.8	(0.34)	1.6	(0.36)	8.6	(0.76)	25.1	(1.27)	13.2	(0.94)	16.9	(1.01)	20.7	(1.38)
Turkey	2.2	(0.49)	3.6	(0.85)	13.5	(1.15)	42.6	(2.13)	12.1	(1.35)	33.7	(1.69)	24.4	(1.87)
TALIS average	9.1	(0.16)	11.1	(0.20)	16.2	(0.19)	36.4	(0.27)	23.7	(0.26)	26.7	(0.24)	29.6	(0.26)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.6 (1/3)

Actions undertaken following the identification of a weakness in a teacher appraisal (2007-08)
 Percentage of teachers of lower secondary education whose school principal reported that the following occurs if an appraisal of teachers' work identifies a specific weakness

	The principal ensures that the outcome is reported to the teacher							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	0.0	(0.00)	3.1	(1.54)	21.6	(3.33)	75.2	(3.54)
Austria	0.4	(0.41)	3.7	(1.27)	15.1	(2.49)	80.8	(2.64)
Belgium (Fl.)	0.8	(0.58)	1.9	(1.20)	21.9	(3.35)	75.3	(3.41)
Brazil	0.0	(0.00)	10.0	(2.24)	26.3	(3.00)	63.7	(3.28)
Bulgaria	0.7	(0.74)	0.6	(0.48)	17.9	(3.63)	80.7	(3.75)
Denmark	0.9	(0.94)	15.7	(3.97)	27.9	(4.38)	55.5	(4.67)
Estonia	0.5	(0.46)	8.4	(2.27)	15.6	(3.01)	75.5	(3.28)
Hungary	0.4	(0.44)	2.1	(1.30)	15.3	(2.54)	82.2	(2.95)
Iceland	3.1	(0.01)	9.2	(0.14)	39.4	(0.22)	48.2	(0.21)
Ireland	3.5	(2.06)	11.5	(3.30)	25.5	(5.15)	59.4	(5.28)
Italy	3.7	(1.42)	10.5	(2.51)	27.5	(3.53)	58.4	(4.12)
Korea	31.7	(4.00)	53.8	(4.27)	13.7	(2.52)	0.8	(0.80)
Lithuania	0.5	(0.49)	2.0	(1.08)	33.1	(3.69)	64.5	(3.80)
Malaysia	0.5	(0.52)	14.3	(2.54)	38.4	(3.59)	46.8	(3.92)
Malta	0.2	(0.00)	1.3	(0.00)	32.8	(0.17)	65.7	(0.17)
Mexico	0.8	(0.83)	2.2	(1.15)	38.7	(4.16)	58.3	(4.25)
Norway	2.6	(1.47)	12.5	(3.27)	41.7	(5.39)	43.2	(5.00)
Poland	0.0	(0.00)	0.4	(0.39)	4.0	(1.62)	95.7	(1.67)
Portugal	0.5	(0.53)	14.5	(3.55)	24.5	(3.75)	60.6	(4.49)
Slovak Republic	0.0	(0.00)	5.7	(2.04)	18.3	(3.48)	76.0	(3.81)
Slovenia	0.0	(0.00)	3.2	(1.18)	24.6	(3.62)	72.2	(3.45)
Spain	4.1	(1.96)	12.0	(3.04)	24.7	(4.06)	59.2	(4.92)
Turkey	3.7	(2.10)	20.6	(5.90)	45.1	(6.02)	30.6	(5.61)
TALIS average	2.6	(0.26)	9.5	(0.53)	25.8	(0.75)	62.1	(0.78)

	The principal ensures that measures to remedy the weakness in their teaching are discussed with the teacher							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	0.0	(0.00)	4.0	(1.97)	30.4	(4.02)	65.6	(4.23)
Austria	0.4	(0.41)	3.1	(1.28)	23.6	(2.85)	72.8	(2.99)
Belgium (Fl.)	0.0	(0.00)	2.9	(1.40)	29.1	(3.83)	68.0	(3.91)
Brazil	0.0	(0.00)	3.1	(1.16)	32.3	(3.17)	64.7	(3.25)
Bulgaria	0.0	(0.00)	0.9	(0.53)	29.5	(4.24)	69.7	(4.27)
Denmark	0.0	(0.00)	10.7	(3.32)	28.3	(5.03)	61.0	(5.16)
Estonia	0.0	(0.00)	9.9	(2.27)	25.4	(3.51)	64.7	(3.90)
Hungary	0.0	(0.00)	1.3	(0.69)	17.9	(3.33)	80.8	(3.43)
Iceland	0.7	(0.00)	5.5	(0.14)	46.4	(0.19)	47.3	(0.19)
Ireland	2.2	(1.40)	12.8	(3.32)	30.1	(5.42)	54.9	(5.34)
Italy	3.3	(1.38)	7.8	(2.21)	30.1	(3.81)	58.9	(3.78)
Korea	6.5	(2.24)	63.7	(4.03)	24.7	(3.45)	5.1	(1.81)
Lithuania	0.0	(0.00)	0.3	(0.33)	23.4	(3.42)	76.3	(3.41)
Malaysia	0.5	(0.52)	13.0	(2.46)	35.9	(3.72)	50.6	(3.83)
Malta	0.0	(0.00)	1.1	(0.03)	24.6	(0.15)	74.3	(0.15)
Mexico	0.5	(0.49)	5.8	(1.84)	39.8	(4.11)	54.0	(4.18)
Norway	2.0	(1.46)	17.8	(3.57)	47.8	(5.31)	32.4	(4.97)
Poland	0.0	(0.00)	0.0	(0.00)	16.6	(3.13)	83.4	(3.13)
Portugal	0.0	(0.00)	16.9	(3.56)	26.0	(4.45)	57.1	(4.75)
Slovak Republic	0.0	(0.00)	3.8	(1.57)	22.7	(3.76)	73.5	(4.02)
Slovenia	0.0	(0.00)	4.9	(1.54)	30.7	(3.56)	64.5	(3.63)
Spain	5.3	(2.14)	9.6	(2.79)	36.9	(4.36)	48.2	(5.05)
Turkey	1.2	(1.20)	18.1	(4.10)	54.8	(5.34)	25.9	(4.17)
TALIS average	1.0	(0.18)	9.4	(0.48)	30.7	(0.81)	58.9	(0.81)

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.6 (2/3)

Actions undertaken following the identification of a weakness in a teacher appraisal (2007-08)
Percentage of teachers of lower secondary education whose school principal reported that the following occurs if an appraisal of teachers' work identifies a specific weakness

	The principal, or others in the school, establishes a development or training plan for the teacher to address the weakness in their teaching							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	0.0	(0.00)	7.1	(2.41)	35.5	(4.49)	57.5	(4.58)
Austria	23.1	(3.15)	37.1	(3.00)	29.5	(2.90)	10.3	(1.91)
Belgium (Fl.)	3.3	(1.38)	40.3	(4.55)	40.5	(4.64)	15.8	(3.06)
Brazil	8.3	(1.97)	28.2	(3.26)	33.4	(2.83)	30.1	(3.09)
Bulgaria	9.0	(3.04)	34.7	(3.45)	43.1	(5.06)	13.2	(3.40)
Denmark	7.6	(2.91)	37.3	(4.59)	34.3	(5.39)	20.8	(4.46)
Estonia	10.6	(2.51)	41.4	(3.87)	30.1	(3.87)	17.8	(3.18)
Hungary	12.4	(3.17)	35.9	(3.67)	31.9	(4.12)	19.8	(4.12)
Iceland	9.5	(0.16)	19.2	(0.17)	53.2	(0.20)	18.0	(0.14)
Ireland	18.9	(4.29)	30.1	(4.77)	31.7	(5.24)	19.3	(3.90)
Italy	7.8	(1.94)	31.4	(3.63)	37.7	(4.10)	23.0	(3.61)
Korea	17.1	(3.19)	53.1	(3.95)	26.9	(3.64)	2.8	(1.42)
Lithuania	0.5	(0.39)	20.0	(3.18)	53.9	(3.96)	25.6	(3.53)
Malaysia	1.8	(0.91)	27.8	(3.37)	39.9	(3.33)	30.4	(3.17)
Malta	7.5	(0.09)	42.1	(0.23)	30.0	(0.20)	20.5	(0.18)
Mexico	4.2	(1.44)	21.1	(3.28)	40.0	(4.27)	34.7	(4.51)
Norway	20.4	(3.56)	42.2	(4.62)	28.0	(4.60)	9.4	(3.15)
Poland	11.1	(2.99)	21.4	(3.57)	41.4	(4.14)	26.0	(3.51)
Portugal	13.6	(3.12)	29.4	(4.19)	35.6	(4.35)	21.3	(3.99)
Slovak Republic	12.9	(2.85)	45.1	(4.64)	32.4	(4.29)	9.6	(2.62)
Slovenia	16.0	(3.07)	47.5	(4.22)	27.6	(3.47)	9.0	(2.13)
Spain	21.8	(3.59)	32.1	(4.30)	30.2	(4.36)	16.0	(3.73)
Turkey	4.4	(2.18)	34.7	(5.38)	38.1	(4.97)	22.7	(4.11)
TALIS average	10.5	(0.54)	33.0	(0.79)	35.9	(0.85)	20.6	(0.70)

	The principal, or others in the school, imposes material sanctions on the teacher (e.g. reduced annual increases in pay)							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	91.9	(2.15)	4.4	(1.95)	2.0	(1.15)	1.7	(1.33)
Austria	98.8	(0.73)	1.2	(0.73)	0.0	(0.00)	0.0	(0.00)
Belgium (Fl.)	99.4	(0.42)	0.3	(0.30)	0.0	(0.00)	0.3	(0.29)
Brazil	93.5	(1.60)	2.7	(0.80)	1.2	(0.46)	2.6	(1.33)
Bulgaria	81.2	(3.33)	16.5	(3.19)	1.5	(0.92)	0.7	(0.46)
Denmark	94.9	(2.09)	4.2	(1.88)	1.0	(0.94)	0.0	(0.00)
Estonia	75.9	(3.59)	23.1	(3.52)	0.5	(0.52)	0.5	(0.47)
Hungary	61.6	(6.54)	33.0	(6.51)	3.5	(1.39)	1.8	(1.18)
Iceland	95.4	(0.02)	4.6	(0.02)	0.0	(0.00)	0.0	(0.00)
Ireland	99.1	(0.92)	0.9	(0.92)	0.0	(0.00)	0.0	(0.00)
Italy	96.4	(1.49)	3.6	(1.49)	0.0	(0.00)	0.0	(0.00)
Korea	84.1	(3.10)	12.0	(2.77)	2.5	(1.24)	1.4	(1.00)
Lithuania	87.7	(2.58)	12.0	(2.56)	0.0	(0.00)	0.3	(0.29)
Malaysia	85.4	(2.76)	10.7	(2.39)	0.7	(0.46)	3.2	(1.37)
Malta	91.9	(0.15)	8.1	(0.15)	0.0	(0.00)	0.0	(0.00)
Mexico	82.0	(3.39)	12.1	(2.70)	3.8	(1.74)	2.1	(1.14)
Norway	95.0	(1.70)	5.0	(1.70)	0.0	(0.00)	0.0	(0.00)
Poland	71.9	(3.95)	18.3	(3.36)	8.2	(2.61)	1.6	(1.02)
Portugal	98.6	(0.84)	1.4	(0.84)	0.0	(0.00)	0.0	(0.00)
Slovak Republic	12.9	(2.78)	70.8	(4.05)	14.3	(3.32)	2.0	(1.03)
Slovenia	88.1	(2.69)	9.8	(2.40)	2.1	(1.20)	0.0	(0.00)
Spain	98.3	(1.17)	1.7	(1.17)	0.0	(0.00)	0.0	(0.00)
Turkey	94.7	(1.85)	3.5	(1.37)	0.4	(0.27)	1.4	(1.19)
TALIS average	86.0	(0.54)	11.3	(0.52)	1.8	(0.24)	0.9	(0.16)

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.6 (3/3)

Actions undertaken following the identification of a weakness in a teacher appraisal (2007-08)
Percentage of teachers of lower secondary education whose school principal reported that the following occurs if an appraisal of teachers' work identifies a specific weakness

	The principal, or others in the school, report the underperformance to another body to take action (e.g. governing board, local authority, school inspector)							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	31.1	(4.11)	52.7	(5.00)	5.2	(1.70)	11.0	(2.89)
Austria	26.8	(3.27)	52.3	(3.74)	15.7	(2.48)	5.3	(1.55)
Belgium (Fl.)	18.8	(3.70)	65.3	(4.39)	8.3	(2.34)	7.7	(2.07)
Brazil	35.7	(2.99)	37.0	(3.38)	13.2	(2.48)	14.1	(2.69)
Bulgaria	50.8	(4.19)	42.0	(4.32)	5.0	(1.74)	2.2	(1.00)
Denmark	73.5	(4.58)	24.5	(4.52)	1.0	(1.00)	1.0	(0.98)
Estonia	68.2	(3.88)	28.1	(3.84)	2.1	(0.88)	1.6	(0.64)
Hungary	71.9	(5.19)	21.8	(4.98)	5.4	(2.17)	0.8	(0.62)
Iceland	45.2	(0.20)	39.7	(0.20)	9.6	(0.11)	5.5	(0.08)
Ireland	56.0	(5.12)	31.9	(4.53)	5.7	(2.36)	6.4	(2.44)
Italy	61.7	(3.75)	35.7	(3.72)	1.6	(0.98)	0.9	(0.71)
Korea	59.2	(4.27)	34.9	(3.99)	4.6	(1.72)	1.4	(1.00)
Lithuania	46.9	(3.38)	47.9	(3.41)	3.4	(0.89)	1.7	(0.88)
Malaysia	33.1	(3.24)	50.0	(3.45)	9.4	(2.17)	7.4	(2.11)
Malta	15.9	(0.11)	63.3	(0.20)	15.7	(0.16)	5.1	(0.13)
Mexico	22.6	(3.34)	30.7	(3.74)	23.3	(3.80)	23.5	(3.73)
Norway	60.0	(4.02)	35.0	(4.31)	5.0	(2.76)	0.0	(0.00)
Poland	68.9	(4.00)	24.9	(3.73)	5.0	(1.94)	1.2	(1.22)
Portugal	63.8	(4.28)	32.5	(4.43)	1.0	(0.78)	2.7	(1.61)
Slovak Republic	77.6	(3.96)	21.0	(3.99)	0.4	(0.29)	1.0	(0.74)
Slovenia	88.9	(2.52)	10.5	(2.43)	0.0	(0.00)	0.7	(0.67)
Spain	45.1	(4.51)	40.6	(5.06)	8.2	(2.66)	6.1	(2.23)
Turkey	51.3	(5.63)	35.1	(5.33)	7.5	(2.87)	6.1	(1.80)
TALIS average	51.0	(0.81)	37.3	(0.83)	6.8	(0.41)	4.9	(0.35)

	The principal ensures that the teacher has more frequent appraisals of their work							
	Never		Sometimes		Most of the time		Always	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	3.2	(1.77)	38.9	(4.66)	37.0	(5.03)	20.8	(3.87)
Austria	11.1	(2.33)	36.3	(2.88)	37.4	(3.41)	15.2	(2.12)
Belgium (Fl.)	3.0	(1.39)	39.9	(4.41)	43.3	(4.12)	13.8	(4.26)
Brazil	8.4	(2.24)	32.0	(3.19)	30.0	(3.08)	29.6	(3.53)
Bulgaria	0.3	(0.19)	11.7	(2.53)	69.9	(4.39)	18.1	(3.64)
Denmark	5.3	(2.40)	42.9	(4.95)	34.7	(4.81)	17.1	(4.31)
Estonia	4.4	(1.61)	55.6	(4.18)	32.8	(3.86)	7.2	(2.18)
Hungary	3.5	(1.81)	15.5	(2.58)	57.3	(4.59)	23.8	(4.64)
Iceland	14.6	(0.16)	53.5	(0.20)	27.9	(0.18)	4.0	(0.06)
Ireland	33.9	(4.89)	38.6	(5.27)	16.6	(4.05)	11.0	(3.42)
Italy	10.9	(2.38)	33.4	(3.60)	42.8	(3.98)	12.9	(2.82)
Korea	30.4	(3.90)	53.9	(3.97)	13.4	(2.71)	2.3	(1.33)
Lithuania	0.2	(0.20)	17.7	(2.67)	66.2	(3.62)	15.9	(2.80)
Malaysia	0.5	(0.52)	18.7	(2.90)	49.5	(3.52)	31.2	(3.53)
Malta	5.2	(0.08)	46.3	(0.21)	40.2	(0.19)	8.2	(0.14)
Mexico	3.1	(1.47)	16.6	(3.19)	50.4	(3.93)	29.9	(4.07)
Norway	9.9	(2.57)	52.0	(5.57)	34.4	(4.96)	3.7	(1.91)
Poland	5.1	(2.60)	20.6	(3.69)	53.0	(4.27)	21.3	(3.98)
Portugal	11.6	(3.02)	43.5	(4.62)	34.9	(4.79)	10.0	(2.81)
Slovak Republic	0.5	(0.49)	23.5	(3.38)	61.0	(3.82)	15.0	(2.94)
Slovenia	8.4	(2.28)	35.2	(3.40)	44.8	(3.82)	11.6	(2.10)
Spain	26.4	(4.13)	35.4	(4.47)	28.8	(4.28)	9.3	(2.83)
Turkey	7.7	(3.44)	30.6	(6.06)	44.4	(5.45)	17.3	(4.46)
TALIS average	9.0	(0.50)	34.5	(0.80)	41.3	(0.83)	15.2	(0.67)

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.7

Teacher perceptions of the appraisal and/or feedback they received (2007-08)

Percentage of teachers of lower secondary education who reported about the appraisal and/or feedback they had received in their school

	Appraisal and/or feedback contained a judgment about the quality of the teacher's work	Appraisal and/or feedback contained suggestions for improving certain aspects of teacher's work	Appraisal and/or feedback was a fair assessment of their work as a teacher in this school				Appraisal and/or feedback was helpful in the development of their work as a teacher in this school			
			Strongly disagree	Disagree	Agree	Strongly agree	Strongly disagree	Disagree	Agree	Strongly agree
			% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)
Australia	68.1 (1.36)	55.4 (1.28)	4.4 (0.51)	10.1 (0.73)	66.7 (1.05)	18.8 (0.94)	6.2 (0.60)	18.8 (1.15)	60.0 (1.17)	14.9 (0.87)
Austria	79.4 (0.67)	41.4 (1.09)	3.8 (0.30)	9.3 (0.57)	47.9 (0.83)	39.0 (0.84)	11.7 (0.64)	20.9 (0.81)	46.1 (1.00)	21.3 (0.80)
Belgium (Fl.)	77.3 (0.90)	64.9 (1.19)	3.0 (0.38)	9.0 (0.61)	57.2 (1.22)	30.8 (1.30)	4.2 (0.45)	13.4 (0.67)	60.4 (1.12)	22.0 (1.07)
Brazil	75.0 (1.23)	66.1 (1.65)	5.2 (0.72)	14.8 (0.96)	63.3 (1.20)	16.7 (0.91)	4.4 (0.64)	10.8 (0.76)	63.8 (1.44)	21.0 (1.18)
Bulgaria	92.5 (0.85)	70.2 (2.21)	2.1 (0.39)	6.9 (0.64)	64.8 (1.24)	26.2 (1.58)	2.4 (0.42)	6.8 (0.66)	67.4 (1.38)	23.4 (1.69)
Denmark	69.6 (1.70)	36.0 (1.67)	4.3 (0.65)	10.0 (0.97)	65.3 (1.55)	20.5 (1.25)	6.0 (0.71)	17.7 (0.95)	61.6 (1.30)	14.7 (1.08)
Estonia	83.4 (0.90)	58.2 (1.17)	2.5 (0.31)	10.9 (0.70)	68.9 (1.02)	17.7 (0.91)	6.8 (0.59)	22.9 (1.02)	59.1 (1.12)	11.2 (0.70)
Hungary	79.1 (1.33)	59.0 (2.01)	2.6 (0.43)	10.7 (0.72)	65.0 (1.15)	21.7 (1.14)	3.7 (0.48)	11.8 (0.95)	64.8 (1.06)	19.6 (1.47)
Iceland	63.7 (1.73)	29.9 (1.39)	6.8 (0.78)	12.6 (1.00)	58.9 (1.67)	21.7 (1.34)	9.3 (0.95)	19.2 (1.26)	59.3 (1.81)	12.2 (1.11)
Ireland	69.7 (1.40)	40.3 (1.72)	3.5 (0.49)	8.6 (0.73)	67.6 (1.33)	20.3 (1.13)	4.8 (0.56)	16.4 (0.89)	62.7 (1.29)	16.1 (1.10)
Italy	68.5 (1.42)	55.9 (1.67)	2.8 (0.40)	10.8 (0.84)	77.1 (1.02)	9.3 (0.80)	3.3 (0.41)	13.5 (1.02)	71.6 (1.43)	11.6 (0.96)
Korea	64.2 (1.12)	64.7 (0.99)	9.2 (0.61)	38.1 (1.03)	51.3 (1.10)	1.4 (0.29)	9.8 (0.64)	36.9 (1.00)	51.5 (1.15)	1.8 (0.27)
Lithuania	88.4 (0.82)	69.8 (1.19)	1.1 (0.27)	6.0 (0.48)	74.9 (0.81)	18.0 (0.91)	2.0 (0.31)	8.5 (0.52)	70.1 (0.95)	19.4 (0.93)
Malaysia	94.8 (0.46)	93.1 (0.53)	1.2 (0.17)	9.4 (0.65)	76.9 (0.97)	12.5 (0.89)	0.8 (0.13)	6.1 (0.49)	70.3 (1.11)	22.8 (1.17)
Malta	85.4 (1.34)	62.0 (1.63)	3.3 (0.67)	11.0 (1.24)	66.8 (1.72)	18.9 (1.32)	3.4 (0.75)	17.2 (1.53)	63.5 (1.81)	15.9 (1.29)
Mexico	72.8 (1.01)	77.5 (1.05)	6.2 (0.62)	13.6 (0.86)	54.9 (1.24)	25.4 (1.12)	5.3 (0.49)	9.2 (0.84)	52.6 (1.19)	32.9 (1.28)
Norway	61.8 (1.49)	28.2 (1.27)	6.0 (0.54)	10.0 (0.81)	46.7 (1.25)	37.4 (1.40)	9.9 (0.75)	15.1 (0.96)	54.3 (1.15)	20.7 (1.12)
Poland	88.8 (0.77)	59.1 (1.64)	2.0 (0.30)	4.4 (0.51)	62.3 (1.32)	31.3 (1.28)	2.2 (0.30)	8.9 (0.72)	68.0 (1.20)	20.9 (1.07)
Portugal	77.4 (1.03)	56.1 (1.45)	4.2 (0.54)	14.4 (0.92)	66.7 (1.15)	14.8 (0.85)	4.8 (0.58)	12.7 (0.77)	68.5 (1.22)	14.0 (1.01)
Slovak Republic	87.2 (1.01)	65.0 (1.34)	3.0 (0.40)	15.8 (0.85)	69.0 (1.28)	12.2 (0.97)	3.9 (0.48)	18.1 (1.17)	67.1 (1.26)	10.9 (0.86)
Slovenia	75.3 (0.96)	61.6 (1.30)	2.5 (0.36)	9.0 (0.59)	73.0 (1.03)	15.5 (0.91)	3.7 (0.45)	14.6 (0.79)	68.8 (1.09)	12.9 (0.92)
Spain	42.1 (1.46)	60.4 (1.40)	8.9 (0.92)	16.6 (1.07)	60.2 (1.35)	14.3 (0.96)	9.4 (0.84)	20.3 (1.24)	57.7 (1.46)	12.6 (0.96)
Turkey	53.8 (1.99)	58.7 (2.02)	12.3 (1.20)	23.2 (1.81)	50.9 (2.05)	13.6 (0.89)	10.1 (1.25)	25.4 (1.43)	51.7 (1.74)	12.8 (1.29)
TALIS average	74.7 (0.26)	58.0 (0.31)	4.4 (0.12)	12.4 (0.18)	63.3 (0.27)	19.9 (0.22)	5.6 (0.13)	15.9 (0.20)	61.8 (0.27)	16.8 (0.23)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.7a

Teacher perceptions of the personal impact of teacher appraisal and feedback (2007-08)
 Percentage of teachers of lower secondary education who reported the following changes following the appraisal and/or feedback they received in their school

	Change in their job satisfaction					Change in their job security				
	A large decrease	A small decrease	No change	A small increase	A large increase	A large decrease	A small decrease	No change	A small increase	A large increase
	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)	% (S.E.)
Australia	3.3 (0.43)	6.3 (0.58)	48.1 (1.31)	34.2 (1.11)	8.3 (0.67)	1.4 (0.32)	2.3 (0.38)	76.3 (1.03)	12.7 (0.76)	7.4 (0.71)
Austria	2.2 (0.26)	3.8 (0.35)	53.5 (0.90)	27.1 (0.84)	13.4 (0.65)	1.0 (0.16)	0.9 (0.15)	83.0 (0.80)	9.0 (0.61)	6.1 (0.41)
Belgium (Fl.)	2.5 (0.38)	4.7 (0.41)	51.4 (1.43)	29.9 (1.28)	11.5 (0.77)	1.0 (0.21)	1.5 (0.21)	68.3 (1.45)	15.9 (0.96)	13.3 (0.80)
Brazil	2.7 (0.48)	5.3 (0.57)	33.5 (1.43)	36.4 (1.15)	22.1 (1.25)	1.5 (0.38)	2.5 (0.29)	58.5 (1.50)	22.1 (1.14)	15.3 (0.94)
Bulgaria	3.7 (0.64)	4.0 (0.51)	34.8 (2.53)	41.7 (2.84)	15.8 (1.29)	1.1 (0.17)	2.2 (0.56)	37.3 (2.51)	40.7 (2.57)	18.6 (1.68)
Denmark	1.3 (0.31)	3.5 (0.47)	51.3 (1.52)	35.1 (1.38)	8.8 (0.93)	0.7 (0.25)	1.3 (0.30)	81.9 (1.41)	11.2 (1.41)	5.0 (0.81)
Estonia	3.1 (0.40)	6.3 (0.52)	37.8 (1.12)	45.0 (1.26)	7.9 (0.57)	3.2 (0.36)	7.3 (0.54)	42.5 (1.07)	36.9 (1.11)	10.2 (0.63)
Hungary	0.9 (0.21)	4.4 (0.43)	42.0 (1.08)	44.3 (1.41)	8.4 (0.95)	1.9 (0.28)	4.2 (0.50)	61.5 (1.42)	21.5 (0.82)	11.0 (1.18)
Iceland	2.8 (0.53)	3.6 (0.59)	39.7 (1.47)	29.8 (1.31)	24.1 (1.34)	1.6 (0.39)	2.4 (0.50)	51.1 (1.68)	21.1 (1.33)	23.7 (1.43)
Ireland	1.6 (0.35)	4.3 (0.56)	43.8 (1.64)	40.0 (1.64)	10.2 (0.81)	0.7 (0.21)	1.3 (0.27)	81.6 (1.17)	11.6 (0.91)	4.8 (0.53)
Italy	1.1 (0.23)	2.7 (0.62)	47.9 (1.38)	35.3 (1.21)	13.0 (1.05)	1.0 (0.23)	1.6 (0.34)	76.9 (1.21)	14.2 (0.99)	6.2 (0.65)
Korea	3.3 (0.46)	8.8 (0.60)	52.8 (1.09)	32.2 (1.10)	2.9 (0.31)	2.6 (0.39)	7.0 (0.53)	59.1 (1.17)	28.8 (1.05)	2.5 (0.32)
Lithuania	2.0 (0.25)	4.9 (0.43)	38.4 (0.99)	40.2 (0.98)	14.4 (0.93)	1.5 (0.19)	4.6 (0.45)	45.7 (1.03)	33.8 (0.92)	14.4 (0.86)
Malaysia	1.2 (0.21)	2.5 (0.28)	13.0 (0.84)	49.3 (1.16)	34.1 (1.16)	0.7 (0.16)	1.9 (0.45)	29.5 (1.88)	41.5 (1.47)	26.4 (1.06)
Malta	3.2 (0.65)	5.7 (0.92)	38.5 (1.77)	38.7 (1.81)	13.9 (1.35)	1.1 (0.42)	2.6 (0.60)	74.5 (1.61)	16.8 (1.38)	4.9 (0.80)
Mexico	1.8 (0.29)	4.7 (0.50)	16.4 (0.75)	42.5 (1.08)	34.6 (1.28)	1.6 (0.31)	3.3 (0.41)	26.1 (0.90)	32.4 (1.16)	36.6 (1.28)
Norway	1.2 (0.27)	2.8 (0.41)	46.3 (1.35)	43.6 (1.23)	6.1 (0.54)	0.8 (0.18)	1.8 (0.35)	69.8 (1.22)	19.2 (1.03)	8.4 (0.75)
Poland	1.9 (0.30)	3.0 (0.32)	36.2 (1.20)	36.1 (1.20)	22.8 (1.00)	1.6 (0.25)	2.3 (0.35)	55.2 (1.21)	23.2 (0.98)	17.8 (0.96)
Portugal	3.9 (0.48)	5.8 (0.56)	42.1 (1.27)	38.2 (1.16)	10.1 (0.76)	2.1 (0.35)	2.9 (0.42)	77.7 (1.26)	13.3 (1.00)	4.0 (0.49)
Slovak Republic	2.9 (0.48)	5.9 (0.59)	42.5 (1.14)	38.3 (1.23)	10.3 (0.77)	1.6 (0.33)	3.3 (0.37)	58.7 (1.22)	25.8 (1.24)	10.7 (0.77)
Slovenia	0.7 (0.15)	2.6 (0.29)	40.7 (1.08)	44.2 (1.10)	11.8 (0.64)	0.9 (0.21)	3.3 (0.41)	62.1 (1.02)	24.2 (0.93)	9.6 (0.61)
Spain	3.5 (0.43)	6.9 (0.64)	50.6 (1.44)	30.5 (1.28)	8.5 (0.69)	2.2 (0.39)	3.3 (0.47)	72.5 (1.16)	15.3 (1.05)	6.8 (0.72)
Turkey	6.9 (0.82)	8.2 (0.94)	47.0 (2.83)	24.9 (2.29)	12.9 (1.25)	2.6 (0.61)	4.4 (0.67)	75.1 (1.45)	10.3 (1.25)	7.6 (1.06)
TALIS average	2.5 (0.09)	4.8 (0.11)	41.2 (0.30)	37.3 (0.30)	14.2 (0.20)	1.5 (0.06)	3.0 (0.09)	61.9 (0.29)	21.8 (0.25)	11.8 (0.19)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.8

Impact of teacher appraisal and feedback upon teaching (2007-08)

Percentage of teachers of lower secondary education who reported that the appraisal and/or feedback they received directly led to or involved moderate or large changes in the following

	Classroom management practices		Knowledge or understanding of the teacher's main subject field(s)		Knowledge or understanding of instructional practices		A teacher development or training plan to improve their teaching		Teaching of students with special learning needs		Student discipline and behaviour problems		Teaching of students in a multicultural setting		The emphasis placed on improving student test scores in teaching	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	24.1	(1.09)	19.4	(0.95)	22.1	(1.21)	18.4	(1.13)	14.2	(1.07)	21.0	(1.12)	8.1	(0.90)	24.7	(1.25)
Austria	21.9	(0.79)	16.4	(0.73)	24.9	(0.96)	16.7	(0.73)	18.6	(0.73)	20.4	(0.72)	8.3	(0.63)	19.5	(0.70)
Belgium (Fl.)	20.5	(0.69)	16.7	(0.87)	20.1	(0.84)	16.4	(0.76)	19.1	(0.87)	20.1	(0.76)	8.2	(0.64)	19.6	(0.89)
Brazil	60.1	(1.26)	59.9	(1.46)	59.2	(1.39)	52.9	(1.52)	26.8	(1.17)	53.7	(1.20)	44.0	(1.34)	65.6	(1.25)
Bulgaria	68.4	(2.47)	58.8	(2.35)	62.2	(2.75)	56.5	(1.85)	41.5	(2.48)	63.3	(1.48)	44.1	(1.95)	74.5	(2.27)
Denmark	18.2	(1.13)	10.9	(1.26)	11.1	(1.27)	12.4	(1.31)	13.9	(1.09)	19.5	(1.45)	6.3	(0.79)	19.3	(1.24)
Estonia	30.3	(0.81)	32.7	(1.02)	35.7	(0.96)	28.9	(0.99)	19.4	(0.83)	26.9	(0.89)	10.8	(0.81)	30.4	(1.09)
Hungary	36.2	(1.09)	24.3	(1.32)	32.2	(1.53)	44.7	(1.58)	32.2	(2.01)	32.4	(1.19)	19.8	(0.95)	35.4	(1.18)
Iceland	24.0	(1.34)	20.3	(1.42)	23.0	(1.32)	36.9	(1.52)	22.8	(1.33)	30.0	(1.28)	12.6	(1.02)	26.6	(1.40)
Ireland	25.2	(1.28)	18.7	(0.91)	24.5	(1.30)	21.3	(1.33)	19.3	(1.20)	23.4	(1.34)	12.0	(1.09)	26.7	(1.04)
Italy	33.4	(1.38)	32.2	(1.58)	38.8	(1.43)	38.7	(1.47)	37.2	(1.57)	36.9	(1.43)	29.5	(1.40)	44.0	(1.78)
Korea	36.0	(1.03)	45.1	(1.01)	48.1	(1.03)	48.6	(1.02)	33.5	(1.00)	47.0	(1.01)	21.4	(0.84)	39.7	(1.09)
Lithuania	39.4	(1.13)	50.1	(1.21)	54.2	(1.23)	46.1	(1.16)	32.2	(1.23)	43.7	(1.30)	23.0	(1.22)	46.7	(1.22)
Malaysia	86.7	(0.68)	88.5	(0.62)	89.2	(0.68)	81.6	(0.91)	45.7	(1.96)	83.9	(0.77)	73.9	(1.39)	91.5	(0.61)
Malta	24.6	(1.50)	20.0	(1.34)	21.5	(1.44)	25.3	(1.92)	17.7	(1.50)	25.7	(1.67)	9.6	(1.04)	31.3	(1.78)
Mexico	74.8	(1.09)	69.1	(1.38)	71.3	(1.26)	74.1	(1.11)	42.0	(1.32)	67.1	(1.33)	53.1	(1.38)	76.7	(1.14)
Norway	28.5	(1.23)	23.0	(1.19)	21.1	(1.11)	24.0	(1.18)	24.2	(1.03)	28.6	(1.30)	7.0	(0.63)	25.7	(1.15)
Poland	45.5	(1.14)	31.3	(1.16)	38.2	(1.39)	47.6	(1.26)	26.4	(1.82)	31.9	(1.04)	10.8	(0.92)	53.9	(1.15)
Portugal	22.4	(1.29)	18.8	(1.22)	23.0	(1.17)	26.8	(1.20)	21.4	(1.12)	26.9	(1.26)	14.7	(0.98)	35.5	(1.26)
Slovak Republic	36.4	(1.15)	42.8	(1.21)	44.8	(1.15)	35.7	(1.22)	31.3	(1.39)	40.9	(1.11)	18.9	(1.00)	41.1	(1.50)
Slovenia	47.6	(1.08)	34.8	(1.09)	44.0	(1.10)	46.1	(1.12)	38.3	(1.08)	45.8	(1.15)	15.2	(1.00)	52.1	(1.13)
Spain	25.2	(1.48)	12.5	(0.94)	16.6	(1.11)	20.5	(1.34)	22.9	(1.36)	27.2	(1.15)	17.0	(1.19)	24.6	(1.29)
Turkey	35.2	(1.22)	33.3	(1.30)	36.3	(1.88)	39.4	(2.09)	25.9	(1.60)	40.0	(1.71)	26.7	(1.28)	43.0	(1.62)
TALIS average	37.6	(0.26)	33.9	(0.26)	37.5	(0.28)	37.4	(0.28)	27.2	(0.29)	37.2	(0.26)	21.5	(0.23)	41.2	(0.27)

Note: Only includes those teachers who received appraisal or feedback.

Source: OECD, TALIS Database.

StatLink  <http://dx.doi.org/10.1787/607856444110>

Table 5.9

Teacher appraisal and feedback and school development (2007-08)

Percentage of teachers of lower secondary education who agree or strongly agree with the following statements about aspects of appraisal and/or feedback in their school

	In this school, the school principal takes steps to alter the monetary rewards of a persistently underperforming teacher		In this school, the sustained poor performance of a teacher would be tolerated by the rest of the staff		In this school, teachers will be dismissed because of sustained poor performance		In this school, the principal uses effective methods to determine whether teachers are performing well or badly		In this school, a development or training plan is established for teachers to improve their work as teachers	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	7.1	(0.72)	42.8	(1.50)	29.2	(1.61)	48.7	(1.54)	54.5	(1.73)
Austria	7.6	(0.45)	40.8	(0.97)	11.5	(0.73)	46.2	(1.12)	21.2	(0.99)
Belgium (Fl.)	5.9	(0.51)	25.9	(1.13)	43.6	(1.63)	49.5	(1.53)	45.1	(1.54)
Brazil	24.0	(1.15)	30.4	(1.12)	30.2	(1.52)	57.7	(1.42)	70.9	(1.41)
Bulgaria	44.0	(2.30)	11.0	(1.17)	64.7	(2.41)	83.4	(1.32)	77.4	(2.25)
Denmark	6.6	(0.80)	40.7	(1.74)	35.0	(1.76)	37.8	(1.77)	54.4	(1.58)
Estonia	13.4	(0.91)	18.2	(0.93)	29.7	(1.16)	50.5	(1.66)	64.0	(1.40)
Hungary	40.7	(2.03)	32.6	(1.76)	34.3	(1.71)	61.4	(2.23)	71.9	(2.60)
Iceland	28.5	(1.40)	31.9	(1.34)	35.5	(1.32)	38.2	(1.49)	45.4	(1.46)
Ireland	5.6	(0.59)	58.9	(1.32)	10.9	(1.06)	39.1	(1.61)	51.9	(1.69)
Italy	26.4	(0.88)	28.0	(1.00)	27.3	(1.02)	68.1	(1.13)	71.9	(1.14)
Korea	13.3	(0.71)	47.3	(0.98)	10.1	(0.71)	31.9	(1.17)	31.3	(1.15)
Lithuania	27.0	(1.19)	20.2	(0.86)	60.2	(1.03)	70.3	(1.15)	90.7	(0.73)
Malaysia	47.4	(1.65)	52.8	(1.28)	17.7	(0.94)	75.0	(1.26)	89.4	(0.71)
Malta	13.3	(1.19)	41.9	(1.69)	24.7	(1.24)	56.0	(1.46)	60.4	(1.65)
Mexico	34.5	(1.31)	17.7	(1.09)	28.9	(1.30)	88.8	(0.80)	69.0	(1.43)
Norway	7.5	(0.59)	58.2	(1.15)	10.7	(0.88)	27.6	(1.33)	42.4	(1.41)
Poland	31.3	(1.37)	26.5	(1.17)	34.2	(1.22)	75.1	(1.34)	78.8	(1.24)
Portugal	22.4	(0.85)	20.0	(0.99)	27.2	(1.10)	57.2	(1.30)	49.3	(1.52)
Slovak Republic	50.8	(1.36)	34.9	(1.39)	42.4	(1.70)	64.3	(1.64)	73.6	(1.39)
Slovenia	44.8	(1.37)	35.0	(1.18)	8.9	(0.74)	64.3	(1.29)	67.4	(1.27)
Spain	12.3	(0.76)	36.3	(1.14)	15.1	(0.94)	35.5	(1.25)	53.6	(1.67)
Turkey	17.4	(1.48)	24.6	(1.17)	10.3	(1.09)	46.8	(1.66)	38.8	(2.21)
TALIS average	23.1	(0.25)	33.8	(0.26)	27.9	(0.27)	55.4	(0.30)	59.7	(0.32)

	In this school, the most effective teachers receive the greatest monetary or non-monetary rewards		In this school, if I improve the quality of my teaching I will receive increased monetary or non-monetary rewards		In this school, if I am more innovative in my teaching I will receive increased monetary or non-monetary rewards		In this school, the review of teacher's work is largely done to fulfill administrative requirements		In this school, the review of teacher's work has little impact upon the way teachers teach in the classroom	
	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)	%	(S.E.)
Australia	9.2	(0.65)	8.2	(0.67)	9.0	(0.72)	63.4	(1.54)	61.4	(1.42)
Austria	10.9	(0.64)	11.6	(0.58)	13.8	(0.66)	44.5	(0.96)	58.9	(0.82)
Belgium (Fl.)	5.0	(0.44)	4.1	(0.34)	4.2	(0.37)	37.9	(1.48)	44.4	(1.35)
Brazil	13.2	(0.90)	18.2	(0.94)	20.0	(0.90)	45.6	(1.17)	35.9	(1.33)
Bulgaria	50.5	(2.83)	53.8	(1.70)	56.0	(1.74)	29.4	(1.85)	33.4	(1.31)
Denmark	15.0	(1.32)	8.3	(0.92)	9.0	(0.92)	48.1	(1.84)	60.8	(1.72)
Estonia	37.9	(1.59)	25.1	(1.17)	21.2	(1.12)	27.8	(1.18)	43.4	(1.09)
Hungary	45.0	(1.51)	44.3	(1.66)	42.1	(1.74)	24.4	(2.32)	40.2	(1.38)
Iceland	18.1	(1.08)	17.4	(1.00)	17.4	(1.03)	45.8	(1.41)	55.8	(1.37)
Ireland	7.5	(0.66)	6.6	(0.63)	7.0	(0.60)	52.8	(1.28)	60.2	(1.38)
Italy	42.6	(1.34)	48.8	(1.38)	48.7	(1.35)	32.8	(1.19)	40.9	(1.01)
Korea	10.0	(0.65)	11.2	(0.63)	11.8	(0.64)	60.5	(0.92)	51.9	(1.12)
Lithuania	36.3	(1.36)	27.7	(1.23)	26.6	(1.19)	48.9	(1.35)	54.9	(1.16)
Malaysia	53.1	(1.28)	56.9	(1.20)	55.1	(1.14)	50.6	(1.23)	34.7	(1.32)
Malta	10.2	(1.20)	12.3	(1.15)	12.6	(1.25)	58.3	(1.51)	51.8	(1.63)
Mexico	26.9	(1.20)	42.7	(1.28)	39.6	(1.40)	50.2	(1.67)	45.3	(1.34)
Norway	11.5	(0.81)	6.3	(0.70)	11.5	(0.87)	43.4	(1.24)	64.9	(1.09)
Poland	59.1	(1.52)	52.1	(1.35)	46.7	(1.25)	41.8	(1.53)	37.0	(1.45)
Portugal	11.0	(0.75)	17.8	(1.01)	17.4	(1.07)	47.9	(1.13)	55.3	(1.17)
Slovak Republic	48.6	(1.97)	47.0	(1.77)	48.4	(1.74)	33.8	(1.34)	54.5	(1.47)
Slovenia	42.2	(1.45)	31.4	(1.23)	35.8	(1.37)	37.5	(1.16)	55.5	(1.23)
Spain	7.3	(0.59)	10.8	(0.78)	11.3	(0.78)	48.7	(1.10)	62.2	(1.18)
Turkey	31.2	(2.08)	31.4	(2.24)	32.6	(2.08)	45.3	(2.04)	42.9	(2.40)
TALIS average	26.2	(0.28)	25.8	(0.25)	26.0	(0.25)	44.3	(0.30)	49.8	(0.29)

Source: OECD, TALIS Database.

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